INVICTUS

Education Trust

JOB **DESCRIPTION**













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Job Description

JOB TITLE:	Teacher of Geography
DEPARTMENT:	Geography
GRADE:	MPR 1 – 6, UPR 1 - 3
REPORTING TO:	In line with organisation structure
RESPONSIBLE FOR:	In line with organisation structure
LIASING WITH:	CEO, Trust Executive Leadership Team, Headteachers, Senior Leadership Team, Governors, teaching and professional services staff, outside agencies, and the Trust's central team

Main Purpose

- Subject Teachers are expected to meet the Teacher Standards at the level that reflects their experience
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.
- Provide high quality teaching and learning within the subject area.
- Maintain high expectations and standards in classroom practice.
- Maintain order and discipline while promoting good behaviour.
- Show commitment to continuous improvement in teaching and learning and the development of effective approaches.
- Monitor and support the overall progress and development of students as a teacher and/or Form Tutor.
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential, and which meets their individual needs.
- Contribute to raising standards of student attainment.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Show all students that they are valued.
- Contribute to school strategies for addressing barriers to learning that may prevent students from achieving their potential.
- Promote and safeguard the welfare of children and young persons you are responsible for, or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To contribute to the promotion of equal opportunities and celebration of diversity in all aspects of the work of the school.
- Be aware of and comply with all current Trust/school policies.

Main **Duties**

Strategic Planning

- Actively assist in the development of appropriate syllabuses, resources, schemes of work/learning, marking policies, assessments and learning and teaching strategies in the subject area and take responsibility for writing sections of these.
- Contribute to the Faculty's development plan and its implementation.
- Plan, prepare and deliver high quality courses and lessons which will provide a positive learning experience for students.
- Contribute to the whole school's planning activities.
- Actively contribute to the delivery of the whole school attainment targets.
- To set homework regularly, to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- To contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets

Curriculum Provision

- Assist the Head of Department and members of the Leadership Group responsible for teaching, learning and assessment to ensure that the curriculum area provides a range of teaching and learning opportunities, which complement the school's strategic objectives.
- Take part in the process of curriculum development and change to ensure the continued relevance to the needs of students and examining and awarding bodies' requirements.

Staffing and Staff Development

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To take personal responsibility for personal and professional development in the relevant areas including thorough and up to date subject knowledge and research and developments in pedagogy.
- Engage actively in the performance development framework process.
- Ensure the effective/efficient deployment of classroom support
- Work as a member of a designated team and contribute positively to effective working relations with staff and students within the school.
- Provide cover for absent colleagues as is reasonable, fair and equitable

Self-Evaluation

- Contribute to the process of monitoring and evaluating the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- Review from time-to-time methods of learning and teaching and programmes of learning.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and student support functions of the school.
- Actively participate in the assessment, recording and reporting process including target setting and target setting days.

- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.

Management Information

- Maintain appropriate records and provide relevant accurate and up-to-date information for the school's Information Management System.
- Complete the relevant documentation to assist in assessing student's achievements.
- Track student progress and use this information, along with knowledge of students' targets, to inform teaching and learning, adjust planning and guide intervention.

Communications

- Communicate effectively with the parents/carers of students.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- Follow agreed procedures for communications in the school.
- To respond to requests and anxieties of parents in association with the Student Achievement Manager
- To assist with distribution and collection of home-school communications.
- To maintain Homework diaries and recognise award system

Marketing and Liaison

- Take part in marketing and liaison activities such as Open Evenings Parents Evenings, Rewards Evenings, Information Evenings and liaison events with partner schools.
- Contribute to the development of effective subject links with external agencies.
- Be constantly aware of the school profile in the local community and enhance this wherever possible.

Environment and Resources

- Support the Head of Department/Faculty in ensuring that the curriculum area provides an exciting, stimulating and informative environment for learning.
- Assist the Head of Department/Faculty in identifying resource needs and contribute to the efficient/effective use of resources.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and students.

Student Support

- Promote the personal development, general progress and well-being of individual students and of the form group as a whole.
- Be a Form Tutor to an assigned group of students.
- Act as an academic mentor to students in your form group.
- Liaise with your Student Support Leader on a regular basis to ensure the implementation of the school's student support system.
- Register students, accompany them to assemblies, encourage their full attendance at school, at all lessons and their participation in other aspects of school life.
- Actively participate in identifying and celebrating student achievement.

- Evaluate and monitor the progress of students through their targets and their personal profiles and keep up-to-date student records as may be required.
- Contribute to the preparation of school reports, progress reviews and other reports.
- Alert the appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Plan and deliver lessons which meet the needs of individual students through appropriate differentiation, liaising as appropriate with teaching and/or learning support assistants and SEN staff. Reassess and adapt where required.
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- Apply the school's behaviour and reward systems so that effective learning can take place.
- Be a role model to students through personal presentation and professional conduct.

Staffing and Resources

- Positively engage in performance development reviews
- Contribute to performance development reviews
- As directed by the Line Manager, respond to developments and initiatives at national, regional and local levels
- Contribute to the recruitment and induction of new staff
- Promote teamwork and effective working practices

Other Professional Requirements

- Establish and maintain regular communication in the Trust
- Communicate with parents/carers and outside agencies where appropriate
- Attend professional meetings as required
- Be responsible for personal professional development and to keep up to date with educational initiatives that impact on the Trust and specifically in relation to Teaching and Learning
- Attend Governance meetings as and when required
- Actively engage in the Trust's performance development framework process
- Take part in the Trust's staff development programme
- Attend and contribute to meetings
- Work as a part of a team and positively contribute to effective working relationships
- Take part in Trust events as directed by the CEO
- Undertake the professional duties of a teacher and leader as set out in the school teachers pay and conditions document
- Be a role model of the Teachers' Standards

Other Specific Duties

- Play a full part in the life of the Trust community, to support its vision, mission and values
- Be an ambassador of the Invictus ethos and to encourage and ensure staff and students follow this example
- Be courteous to colleagues and be welcoming to visitors
- Comply with the Trust's Health and Safety Policy and undertake risk assessments as appropriate

Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary

Support For the Trust

- To take a full part in promoting the good name of the Trust and contributing positively to the overall ethos/work/aims of the Trust
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection
- Comply with the Trust's dress code
- Attend and participate in meetings as required
- Participate in training, other learning activities and performance development framework as required
- Recognise own strengths and areas of expertise and use those to advise and support others
- It is the responsibility of all adults employed by Invictus Education Trust to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children or young people.

Safeguarding Requirements

In line with Keeping Children Safe in Education 2026, and as part of our recruitment process, the Trust will carry out an online search on all shortlisted candidates. This is to help identify any incidents or concerns that are publicly available which may pose a safeguarding risk or bring the Trust into disrepute. Any such findings will be shared with the recruitment manager and may be discussed at interview.

We are deeply committed to safeguarding and promoting the welfare of children and young people, and we expect all staff and volunteers to share this commitment. All required pre-employment checks will be undertaken, and offers of employment are subject to satisfactory outcomes. These include an enhanced DBS check with Children's Barred List information, identity checks, online checks, and verification of professional qualifications and references. Further details are available in Keeping Children Safe in Education (KCSIE) 2026.

This role involves regulated activity and is therefore subject to:

- An Enhanced DBS Check including the Children's Barred List
- Verification through the DfE's Check a Teacher's Record (for applicable roles)

It is a criminal offence to apply for this role if you are barred from working with children.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions Order 1975, as amended). Certain convictions or cautions are considered 'protected' and need not be disclosed. Guidance on disclosure is available on the Ministry of Justice website: Rehabilitation of Offenders Act 1974

For information on the filtering of cautions and convictions, visit the DBS Filtering Guidance: DBS Filtering Guidance

As a Trust, we are committed to ensuring that during all stages of recruitment and selection, no applicant is disadvantaged or discriminated against based on any protected characteristics under the Equality Act 2010.

Person **Specification**

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	• Qualified Teacher Status (QTS) • An honours degree in relevant subject	• A higher degree, such as Masters • A commitment to continued professional development and recent further recognised Middle Leadership training (NPML or equivalent – Excellence in Education etc)
EXPERIENCE	• A clear philosophy on how and why the subject should be taught • Successful Experience of subject / Key Stage / middle leadership and impact • Familiarity with current national strategies • Ability to use and promote a range of teaching & learning strategies Successful track history of good / outstanding teaching experience.	• Ability to teach an additional subject to KS3 • Experience of teaching Sixth Form students
SKILLS AND KNOWLEDGE	• Knowledge and understanding of the National Curriculum requirements across Key Stage 3 and 4 • Awareness of the strategies available for improving the learning and achievement of students who are underperforming at any ability level or stage. • A good understanding of curriculum developments in the specific subject area • An understanding of the role of the Form Tutor in supporting the welfare and achievement of students • Ability to plan and deliver schemes of work to match the needs of learners • An understanding of how assessment for learning can improve student performance • A confident and competent user of ICT Knowledge and understanding of how ICT can be used in the teaching of the subject to enhance student learning • Ability to use student level data to raise standards	

	• Ability to communicate both orally and in writing to students and their parents/guardians • Ability to demonstrate a commitment to equality of opportunity for all students • Ability to create a stimulating and safe learning environment for all students by: • Establishing high expectations • Implementing effective classroom management and organisation • To have an inclusive teaching style and to be able to successfully to teach all ability groups, meeting the needs of all students including those with SEN. • To have a thoroughly up to date knowledge of the delivery and assessment of subject specifications and National Curriculum.	
PERSONAL QUALITIES	• Enthusiasm and a positive outlook • The ability to work independently and collaboratively as a member of a team • The ability to lead and motivate colleagues • Creativity in problem solving, together with a willingness to take on or try new approaches and ideas • A positive attitude towards professional development and their own learning • Reliability and integrity • Excellent personal organisation	
SAFEGUARDING	• Commitment to safeguarding and promoting the welfare of children and young people. • Knowledge of child protection and safeguarding policies and procedures.	
FLEXIBILITY	• To work flexibly to meet the needs of the Trust and its educational establishments. The holder of the post can be required to work in any location within the Trust. • Willing and able to travel regularly across the Trust or partnership schools. • Able to work flexibly to meet the demands of the role. • Willingness to represent the Trust in external forums, conferences or panels.	

This job description/person specification may be amended at any time in consultation with the postholder. Any changes will continue to reflect the school's commitment to safeguarding and promoting the welfare of children and young people.

Job Title:			
HR Director's signature:		Date:	
Postholder's signature:		Date:	