



**TEACHER/CURRICULUM LEADER  
- GEOGRAPHY  
INFORMATION PACK**

November 2021

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## **WELCOME FROM NIGEL CLEMENS, PRINCIPAL**

Thank you for your interest in working at Uxbridge High School. I would like to take this opportunity to tell you a little about our unique school and to highlight the significance of this important appointment. You are applying to join an exemplary and highly energetic staff team that has moved the school into a very strong position both locally and nationally. I am looking for exceptional people with energy and drive to join us in this work.

We have much to celebrate at Uxbridge High School including a committed and focused student body and staff, outstanding facilities, strong relationships with the community and school partners, supportive governors and a thriving sixth form. We value the successes of every child, whatever their starting point, as a truly comprehensive and multicultural school that reflects life in modern Britain. You will enjoy the reward of working with a wide range of students, from a variety of backgrounds.

I would recommend that you spend time reading our most recent Ofsted report, which can be viewed here: [Ofsted report](#). The inspection report confirms in detail our significant strengths in all areas of leadership, teaching, personal development and outcomes. We are particularly proud of our outstanding status for personal development, behaviour and welfare that represents the dedication and focus of all within our school community to work at the highest levels.

The current leadership team has embedded a number of changes to the approach we take towards learning, teaching and progress. These include rigorous self-evaluation, close monitoring of the impact of teaching on learning and highly individualised student and group tracking. Our lead practitioner team (LPT) lead on numerous initiatives to support this, for example, developing and supporting leadership of teaching at all levels. An extensive and rich CPD programme is highly valued by staff at all levels.

Our determination to eradicate any disadvantage, particularly through poor literacy and numeracy on entry to the school, allows our students to compete in a national context. This is one of the school's biggest challenges and one to which we apply a systematic, whole school focus, linked to a curriculum that is innovative, exciting and ultimately leads to student success. To this end we are constantly reviewing our curriculum pathways to ensure a rich and well referenced learning experience for all our students, whilst balancing the need to do the best for our students.

Our sixth form provision is exceptional with a broad and exciting post-16 curricula. We are highly successful in preparing students for a wide range of university, apprenticeship and workplace destinations.

As Principal, I operate with an authentic and distributive leadership style. To support this, I am looking for leaders and staff who subscribe to an open and trusting culture, who can bring a collaborative and 'can do' solution-focused attitude. We seek teachers and leaders who are able and keen to achieve excellence across the school.

The successful candidate will demonstrate their unrelenting energy and drive that will continue to allow Uxbridge High School to be a school that can guarantee to maximise student progress, achievement and opportunity through an outstanding education.

If you feel you can meet the needs of all of our students without limitation, and are excited to join us, then I look forward to hearing from you further.



**Nigel Clemens**  
Principal

## PROUD TO MAKE SUCCESS HAPPEN

### Our vision

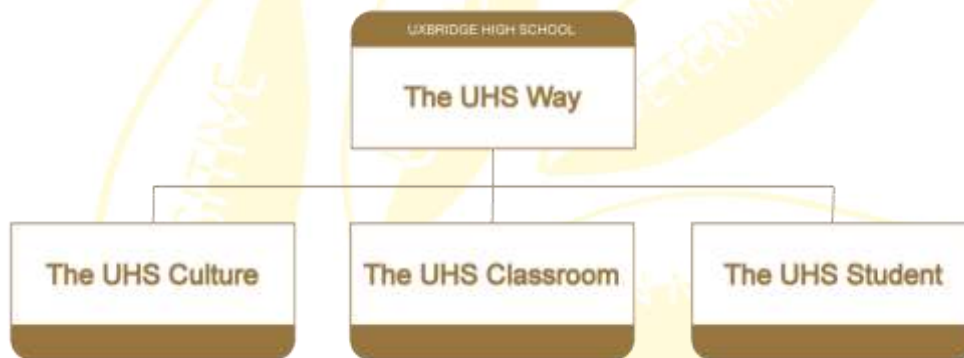
Uxbridge High School is a happy and ambitious school which enriches individuals academically, socially and emotionally.

### 'The UHS Way'

We develop the whole student in a safe, inclusive, and supportive environment. A school which nurtures students' ambitions ensuring all are PROUD of their success.

It is the foundation to everything we do, ensuring we:

- provide exceptional learning experiences;
- cultivate excellence in each student;
- have a safe, respectful and happy community of respect and happiness;
- prepare students for future opportunities as global citizens.



### The UHS culture

The culture at UHS is built on our consistent approach. The unique selling point for our school is its diversity in every sense of the word. The value it places on every aspect of school life. What a young person learns alongside the school curriculum, in the playground, on a trip, in an assembly or a charity event. These experiences shape student development alongside the school curriculum. All adults in the school are collaborative and proactive, supporting students to reach their potential. They do this through developing the character of each young person and working towards a common framework:

- Developing the whole student;
- Cultivating excellence;
- Building strong relationships;
- Using praise to celebrate exceptional effort and achievement;
- Teaching routines to develop self-regulating students;
- Modelling calm and unshockable reactions built on consistency;
- Ensuring a learning environment which challenges students and raises aspirations;
- Preparing students for future opportunities.

### The UHS classroom

- All lessons start with 'meet, greet and seat' followed by a 'do now' activity. We 'end and send';
- Adaptive teaching and intervention from the teacher meets the needs of all individuals;
- We teach communication literacy and numeracy at every opportunity;
- Questioning is used to assess knowledge and deepen thinking;
- Retrieval practice is used to recall knowledge in line with curriculum sequencing;
- Interleaving is used to make connections and enable problem solving, evaluation and analysis;
- Lessons include opportunities for both guided practice and independent practice. Guided practice



- includes teacher to student and student to student activities;
- Timely assessment and feedback methods are used to motivate and encourage progress;
- Assessment data and software is used to accurately track progress and forecast grades;
- We explicitly teach skills for future learning and employment.

### **The UHS student**

Our students are the strength and lifeblood of the school and consequently their needs are at the centre of all that we do. Our school is multicultural and diverse in every sense of the word. When you visit the school you will be instantly immersed in our vibrant community. Our students' support for each other and our community is one of the excellent features of the school. The heart of our culture.

Uxbridge High School students are:

**Positive** to learn new knowledge and thrive on developing their skills.

**Respectful** and kind to all members of our school community and its environment.

**Open minded** and happy about all new opportunities.

**Unique** in their demonstration of skills and talents.

**Determined** to achieve their best in all areas of the curriculum

**Proud** to make success happen.

### **Our team**

We have energetic and dedicated teachers, middle leaders, and senior leaders at Uxbridge High School. The governing body is well established and is resolved to drive and support our future development.

We value the dedication of our staff and are mindful to create a work environment that ensures well-being and supports productivity in the classroom. Uxbridge High School was one of the first schools to fully partner with Teach First. We continue to support new recruits into the profession and value the energy that they bring. We are innovative, creative and flexible in our recruitment and development of all staff.

### **Our facilities**

We are fortunate to have an open campus with extensive playing fields. Our original school building, dating from the early 1900s, is still in use and is complemented by a range of more modern buildings. You will work in an exceptionally well-maintained school with high-spec specialist classrooms, laboratories and facilities.

Our most prestigious accommodation includes an excellent £6m sixth form centre, a state-of-the-art full size indoor sports facility and a new £2.1m art, drama and music centre.

### **Our partnerships**

To ensure the best opportunities for our students we have strong relationships with several local universities and partner schools in Hillingdon, nationally and internationally. We also work closely with organisations such as Teaching Leaders, Teach First, Be Her Lead and the Royal Shakespeare Company.

### **Our website and social media**

You can find out more about our work by looking at our public profile. Our website [uhs.org.uk](https://uhs.org.uk) and a selection of our social media accounts, linked below, give a fantastic insight into the extensive opportunities that form such a valuable part of our curriculum and are used widely by parents and other stakeholders:

- [twitter.com/uxbridgehighsch](https://twitter.com/uxbridgehighsch)
- [twitter.com/UHSPRincipal](https://twitter.com/UHSPRincipal)
- [twitter.com/uhs\\_VAPA](https://twitter.com/uhs_VAPA)
- [twitter.com/UHSPE](https://twitter.com/UHSPE)
- [instagram.com/uxbridgehigh](https://instagram.com/uxbridgehigh)

We also have a LinkedIn page, giving updates and current vacancies:

[linkedin.com/company/uxbridgehighschool/](https://www.linkedin.com/company/uxbridgehighschool/)

### **Our location**

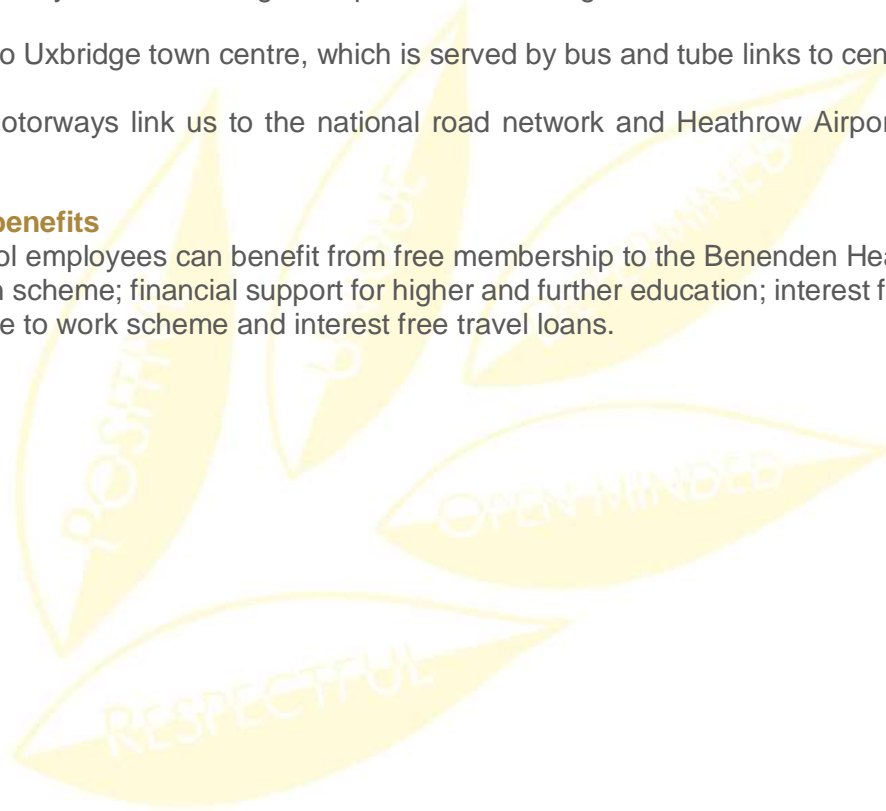
Uxbridge is in the borough of Hillingdon in West London. We are in an urban area with a rapidly expanding population, but have easy access to the green spaces surrounding London.

The school is close to Uxbridge town centre, which is served by bus and tube links to central London.

The M4 and M25 motorways link us to the national road network and Heathrow Airport provides global connections.

### **Further employee benefits**

Uxbridge High School employees can benefit from free membership to the Benenden Healthcare Scheme; a favourable pension scheme; financial support for higher and further education; interest free loan for ECTs (up to £1500); a cycle to work scheme and interest free travel loans.



## **PROFESSIONAL DEVELOPMENT AT UHS**

Uxbridge High School proudly offers an all-encompassing professional development programme for all staff employed by the school. We deliver this through our bespoke UHS CPD curriculum which supports colleagues with their individual needs facilitating success for all.

As teachers we map learning for our students, and as professionals as we seek to improve. Culturally we are all learners looking to improve, not because we are not good enough, but because we want to get better. We offer a CPD curriculum which, if you join us, you will find rewarding and professionally challenging.

Our programme is delivered through designated training days, workshops, teacher review sessions, observations, learning walks/drop ins, focus groups, ASPIRE sessions, regular curriculum development, and twilight sessions. The lead practitioner team (LPT) support staff through partnerships in which colleagues receive feedback on lesson observations, learning walks and training sessions.

### **September Training Days**

Annually we have 2 training days in September which provide an extended opportunity to introduce the CPD curriculum for the year. We identify aspects of 'The UHS Way' to focus on and involve our own school leaders in delivering training.

### **The CPD curriculum 2021/22**

The training days are the catalyst for our ongoing curriculum. They will provide you with the 'why'. The information below details the 'what' and the 'how' for the delivery over this academic year.

### **Teacher review programme**

The school is a centre for excellence in teaching and learning. This is because every teacher takes pride in developing their practice. The improvement is incremental and continuous through our teacher review programme. The culture is based on improving not proving.

All teaching staff set an annual teaching target. To support continued improvement, they are assigned a teacher reviewer. The teaching review process provides instructional coaching to ensure every teacher values improving their practice and are proud to be successful practitioners. This also enables all teachers to personalise their CPD curriculum and have choice in the aspects of the curriculum they wish to focus on.

The process will include a review of current practice, your personalised teaching target, and a plan for the implementation of this target. There are four designated review meetings. However, we encourage regular informal conversations as often the best CPD can take place via a simple conversation following a learning drop in. As a leader at the school, you would be part of this process as both a reviewer and reviewee.

### **Lesson visits and learning walks/drop ins**

The UHS curriculum encourages all staff to be open to their lessons being visited. This happens regularly and informally. There could be a specific focus: personal coaching; curriculum and work review; student pursuits; open classrooms and monitoring of 'The UHS Way' across the school. Equally teachers regularly visit lessons to support colleagues or gain ideas for themselves.

## **ASPIRE sessions**

Our ASPIRE programme is the part of the CPD curriculum which allows colleagues to personalise their professional development route. 2021 is the fourth year that these sessions have run at the school. As a valued member of staff you will have autonomy to select your route. The courses on offer currently are:

1. The UHS culture: How we embed our culture to develop the UHS student;
2. Adaptive teaching;
3. Retrieval and interleaving;
4. Assessment and feedback;
5. Leadership in education.

All courses will encourage you to research, work with colleagues in your group and learn. Teachers at the school are genuinely interested in these aspects of our curriculum and take ownership of their learning and development within their chosen field.

## **Teaching and learning groups (TLGs)**

These groups are formulated via the ASPIRE selection and are designed to encourage staff to work within smaller sub groups to share practice and ideas and drop into lessons to provide low stakes and informal feedback.

## **Curriculum development, and twilight sessions**

The CPD curriculum includes regular opportunities for whole school and departmental curriculum review. These sessions are calendared throughout the year and take place on Thursdays. CLs, ACLs and LPT regularly plan and deliver these sessions.

## **The UHS learning community**

This is an online space created by the LPT. It provides current resources and practice, to support teacher development aligned with this curriculum: <https://uhsorguk.sharepoint.com/sites/learningcommunity>

We understand that there is an increasing desire for accredited qualifications including master's qualifications and we are proud to confirm that we support colleagues in their pursuit of further qualifications.

Our commitment to outstanding leadership is illustrated in our short, medium and long term training courses for leaders at all levels. We host the Teaching Leaders course for middle leaders as part of our package and work closely with a number of local schools to enrich our offer.

Furthermore, we support colleagues as appropriate in attending external CPD. Staff are encouraged to be pro-active in seeking their own individualised professional development opportunities in liaison with their mentor or line manager. For example, many attend exam board feedback or subject specific external courses to support their development and development of the curriculum.

## **Support for colleagues joining Uxbridge High School**

Starting a new school presents great opportunities for all staff regardless of their position. At Uxbridge High School we go that extra mile to ensure all staff experience a comprehensive induction and are intensively supported during their first term.

We provide all staff with a full induction covering key policies and procedures. All teaching staff experience an additional session focused on teaching and learning pedagogy and securing at least good progress for all students. We refer to this as our 'flying start' programme. We have received 100% positive feedback on



the outcomes. We aim that colleagues joining our existing strong team will flourish.

*“Teachers collaborate well to share good practice and ideas. New initiatives, such as teacher triads, when three teachers of varying levels of experience work together to help them develop their teaching further, are well received. The regular open classrooms week is a worthwhile investment in time and hard work, enabling many teachers to visit each other’s lessons and gather new ideas for their classes.” - Ofsted 2018*

### **Initial Teacher Training and Early Career Teachers**

Uxbridge High School has developed an extensive and comprehensive programme of Initial Teacher Training and we have a very successful history of working with PGCE students, Teach First participants and ECTs. The induction support programme is an individualised programme of support, monitoring and guidance, which aims to develop participants into outstanding practitioners. We work hard to ensure that the statutory requirements are not only met, but exceeded, to ensure a positive and rewarding experience for all involved. This is built upon effective CPD, experienced subject and professional mentors and a drive to ensure that we make success happen.

*“Newly qualified teachers feel well supported to be successful in their new teaching careers, commenting on the ever-open door to ask colleagues for advice. The large majority of staff who responded to the survey for this inspection agree that they are proud to be a member of staff at the school. They agree that leaders’ use of professional development helps to improve teaching.” - Ofsted 2018*

### **Initial Teacher Training (ITT)**

Uxbridge High School supports a number of student teachers studying for their Post Graduate Certificate in Education through their school experience. Currently we have partnerships with Brunel University, The Institute of Education, Queen Marys and Kingston University taking students in a variety of subjects. Many of these institutions have recently been graded as outstanding by Ofsted and therefore we can be sure that we are working with the very best training providers. Student teachers are provided with a full support network to develop their professional practice. They take part in weekly CPD sessions which are specific to their training needs, have regular meetings with both a subject and professional mentor and regular developmental observation.

### **Teach First**

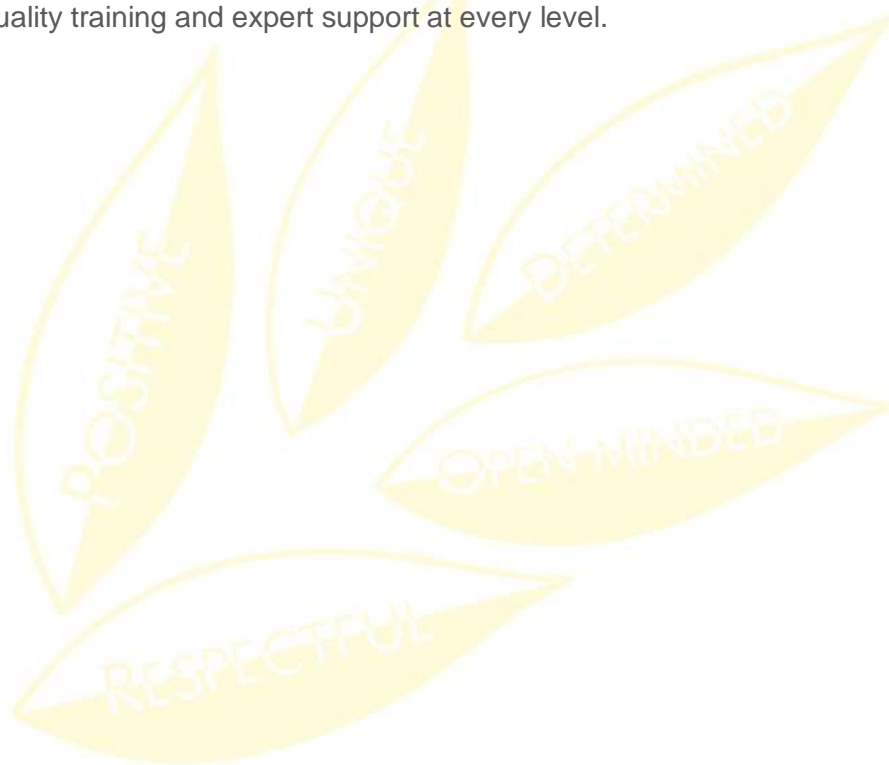
Teach First is an organisation which aims to address educational inequality for children from low socio-economic backgrounds by narrowing attainment gaps. Uxbridge High has a strong history of involvement in the Teach First programme, being one of the original start up schools. Our Teach First participants receive a full support programme which is based on our strong partnership. As well as developing as teachers, the participants complete academic studies which support their professional development. Each teacher gets a full programme of weekly CPD sessions, a number of mentors who they meet with regularly and frequent observations with developmental feedback.

### **Early Career Teachers (ECTs)**

Uxbridge High School is proud to partner with Teach First in support of the Early Career Framework (ECF). The Early Career Framework provides a two-year package of high-quality professional training for Early Career Teachers and their mentors. Any early career teacher joining the Uxbridge High School team will benefit from:

- Two years of expert support, training and resources delivered by Teach First;
- A blended, flexible package of both online and face-to-face training;

- Access to high-quality resources developed by education experts;
- Careers coaching;
- A dedicated mentor trained by Teach First with excellent subject knowledge;
- Free membership to the Chartered College of Teaching (CCT);
- A menu of school-specific trainings sessions to opt into;
- ASPIRE CPD courses available in a range of topics;
- Termly progress review meetings to discuss strengths and training opportunities;
- 1:1 careers meetings with members of the senior leadership team to discuss career pathways, interests and next steps;
- Open classrooms fortnight: a termly event celebrating best practice across all subject areas;
- Pedagogical support from our team of leading practitioners;
- Uxbridge High School prides itself on providing a strong support system for all members of our profession, in particular our early career teachers. We are a happy and ambitious school which seeks to provide high quality training and expert support at every level.





## LOCATION

Uxbridge High School, The Greenway, Uxbridge, Middlesex, UB8 2PR.



Uxbridge is in the Borough of Hillingdon in West London. We are in an urban area with a rapidly expanding population, but have easy access to the green spaces surrounding London. The school is close to Uxbridge town centre, which is served by bus and tube links to central London. The M4 and M25 motorways link us to the national road network and Heathrow Airport provides global connections.



## UXBRIDGE HIGH SCHOOL JOB DESCRIPTION: TEACHER - GEOGRAPHY

<b>Responsible to:</b>	Curriculum Leader
<b>Grade:</b>	Unqualified/Main / Upper Pay Range (inclusive of Outer London Weighting)
<b>Overview of role expectations</b>	
In this role you will carry out the professional duties of a school teacher (as specified in the Teachers' Pay and Conditions Act) in accordance with any directions which may reasonably be given by the Principal / Leadership Team line manager / Curriculum Leader.	
<b>Responsibilities and Tasks.</b>	
1.	<b>Teaching and Learning</b> <ul style="list-style-type: none"><li>• To plan and prepare courses and lessons.</li><li>• To teach, according to their educational needs, the students assigned to you, including the setting and marking of work as per the marking policy, including homework.</li><li>• To assess, record and report on the development, progress and attainment of students.</li><li>• To have regard at all times to the curriculum for the school.</li></ul>
2.	<b>Other activities:</b> <ul style="list-style-type: none"><li>• To promote the general progress and well-being of individual students and any class or group of students assigned to you.</li><li>• To provide guidance and advice to students on educational and social matters and on their further education and future careers.</li><li>• To make relevant records and reports including those for communicating and consulting with the parents of students.</li><li>• To communicate and co-operate with persons or bodies outside the school.</li><li>• To participate in meetings arranged for any of the purposes described above.</li><li>• To be involved in extra-curricular school activities.</li></ul>
3.	<b>Assessment and Reports:</b> <ul style="list-style-type: none"><li>• To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.</li></ul>
4.	<b>Appraisal:</b> <ul style="list-style-type: none"><li>• To participate in arrangements made in accordance with the Uxbridge High School Appraisal Policy.</li></ul>
5.	<b>Review, Further Training and Development:</b> <ul style="list-style-type: none"><li>• To review from time to time your methods of teaching and programmes of work.</li><li>• To participate in arrangements for your further training and professional development as a teacher.</li></ul>
6.	<b>Educational Methods:</b> <ul style="list-style-type: none"><li>• To advise, participate and co-operate with Curriculum Leaders and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.</li></ul>
7.	<b>Discipline, Health and Safety:</b> <ul style="list-style-type: none"><li>• To maintain good order and discipline among the students and safeguard their health and safety both on and off the school premises.</li><li>• To act in accordance with school policies on health and safety issues.</li></ul>
8.	<b>Staff Meetings:</b> <ul style="list-style-type: none"><li>• To participate in meetings at the school as necessary.</li></ul>



9.	Administration: <ul style="list-style-type: none"> <li>• To participate in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment or materials.</li> <li>• To attend assemblies, register the attendance of students and supervise students, whether these duties are to be performed before, during or after school sessions.</li> </ul>
10.	Cover: <ul style="list-style-type: none"> <li>• To cover for absent colleagues when unforeseeable circumstances arise and to suit the business needs of the school.</li> </ul>
In addition the role includes adherence to all safeguarding and other policies and procedures in place at Uxbridge High School and regular contact with students, parents, other staff employed at the school, school governors and outside bodies. You will work under the reasonable direction of the Principal / Leadership Team line manager / Curriculum Leader.	
Name of Post Holder: _____ Signature: _____  Date: _____	



## UXBRIDGE HIGH SCHOOL PERSON SPECIFICATION: TEACHER - GEOGRAPHY

### Criteria

#### Qualifications / Education / Training

1. Qualified Teacher Status / PGCE or working towards.
2. First degree.
3. Evidence of continuing and recent professional development.
4. Further degree.\*

#### Experience

5. Successful teaching experience at either school(s) or on main teaching practice.
6. Track record of good or outstanding lessons.

#### Skills, Knowledge and Abilities

7. Ability to be an imaginative and effective teacher and to relate well to children.
8. Ability to teach all ability groups, meeting the needs of all students including those with SEN.
9. Ability to teach Geography across the school up to and including A Level.
10. Ability to teach one or more of Humanities subjects: Psychology, Sociology, History, RE at KS3/4.\*
11. To have an updated knowledge of the delivery and assessment of the national curriculum.
12. Ability to maintain high levels of student engagement.
13. Ability to manipulate data and to access and maintain electronic records and reports.

#### Equal Opportunities

14. Commitment to equal opportunities and inclusion.
15. Ability to promote and support the school's Equality and Diversity Policy.

#### Disposition

16. Ability to work hard with competing deadlines, prioritising appropriately and maintain good humour.
17. To be interested in children as individuals, in how they learn and be committed to the comprehensive ideal.
18. To believe in the importance of teamwork and a collaborative approach, and be able to build supportive working relationships with colleagues both within and outside the curriculum area.
19. A willingness to commit time to extra-curricular activities.
20. Demonstrate an innovative, diligent, "can do" attitude.
21. Energetic and enthusiastic, with a naturally positive outlook.
22. A willingness to be involved in curriculum development.

\*desirable

## ADVERT

Uxbridge High School,  
The Greenway,  
Uxbridge  
UB8 2PR

Required for: Immediate, Easter or September 2022.

### Teacher/Curriculum Leader – Geography

Salary: Main/Upper Pay Scale (Outer London Weighting)

**A senior position of Curriculum Leader of Geography will be available to a candidate with relevant whole school experience. This role will pay TLR 2.**

Other benefits: Salary inclusive of Outer London Weighting, membership of a private healthcare scheme (Benenden).

## PROUD TO MAKE SUCCESS HAPPEN

Uxbridge High School is an ambitious and dynamic converter academy with over 1,200 students aged 11 -18. We have much to celebrate at Uxbridge High School including a committed and focused staff, outstanding facilities, strong relationships with the community and school partners, supportive Governors and a thriving sixth form. We are delighted to be recognised by Alps in the top 20% of UK schools, celebrating outstanding sixth form student progress at A level. We value the successes of every child, whatever their starting point. All of this takes place within a truly comprehensive and multicultural school that reflects life in modern Britain.

Our school values have been developed by students and staff and form the basis of our ethos and culture. All members of our school community subscribe and work towards always being: Positive, Respectful, Open Minded, Unique, Determined: Proud to Make Success Happen.

## THE ROLE

We are seeking to appoint a new member of staff in our ambitious Geography department. This candidate can either be a Curriculum Leader or a teacher, but must have subject specialist knowledge and be able to teach up to and including A Level. The post is open to someone looking for their first post as an ECT or to a more experienced practitioner.

The successful candidate will:

- lead by example, through outstanding practice and professionalism;
- demonstrate their ethos of putting our students at the heart of our curriculum;
- driven to make a difference, to overcome barriers, to be relentless in enabling all students to make exceptional progress;
- be committed to your own personal development and collaborative, consultative working.

We would welcome applications from exceptional teachers and leaders who can evidence their experience of delivering innovation and aspiration and who can make a substantial contribution to Uxbridge High School.

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.

Please take the time to view our website ([www.uhs.org.uk](https://www.uhs.org.uk)) before making an application. This gives a fantastic insight into the life of the school.

## HOW TO APPLY

Please complete the attached application form prior to the closing date. The application form includes career history and contact details and, therefore, a CV is not required. A supporting letter can be included if you wish and should be no longer than 2 pages of A4. Ensure that you detail how your experience and skills meet the Person Specification.

**Closing date for applications:** Friday 19 November 2021 at noon.

**Interviews** will be held as soon as possible thereafter.

