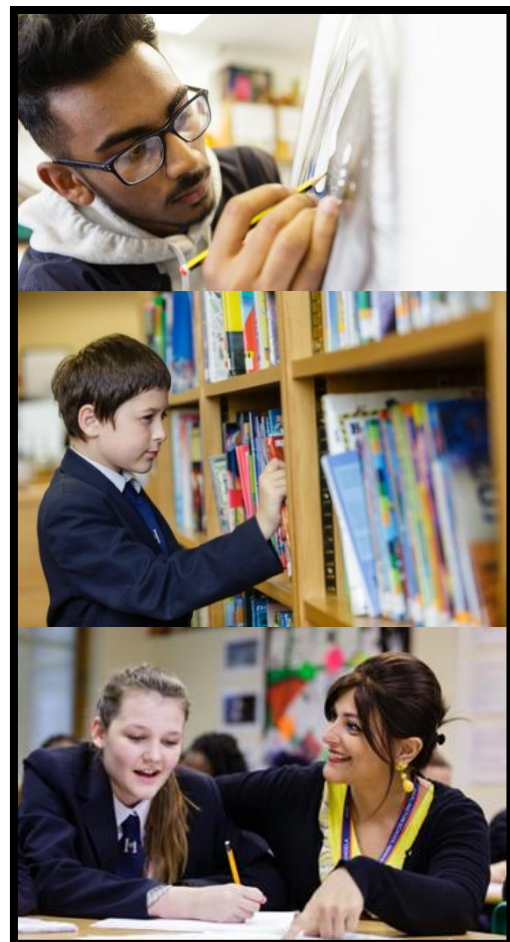




Harlington School: A caring, forward thinking professional learning community, that develops exceptional educators and kind hearted, hard-working and well-rounded young people, all with a passion for equality and scholarship.

**Information pertaining to the Post of Teacher of Geography
Main Scale / UPS - Suitable for ECT's
Required for January 2023**



Safeguarding

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people.

Welcome prospective colleague, to quite possibly your next role and a life changing experience for both yourself and our children. Thank you for showing an interest in joining our team and working alongside us here at Harlington School. If successful you will be joining a dynamic, diverse and passionately committed team of highly professional staff. All of our staff place our children at the heart of everything we do.

Our vision is to enable each and everyone within our School community to 'Be the BEST version of themselves'. Be it ourselves as staff or our students, we believe in being the best in ourselves so that we can bring positive solutions to make the world a better place. In an ever-changing world we aim to keep moving forward and to be part of the positive solutions...

We look after our staff here, using coaching and joint collaboration model for improving professional practice and pedagogy. Middle and senior leaders work hard to support staff with behaviour management to ensure you have the skills and support to teach without interruption. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority; colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations, and we have a stable staffing with low annual turnover.

Harlington School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children and young people, and ensuring that they are protected from harm. All positions are subject to an enhanced DBS check and we take pride in being an equal opportunities employer.

Harlington has undergone significant transformational change over the last few years coupled with significant improvement in progress outcomes and examination results. Anticipating moving into our new building in September 2024, we are a happy, successful and popular oversubscribed school, with waiting lists in every year group. Much of this has been due to the successful inclusive culture fostered over many years by the staff and students at Harlington.

Our teaching and student facing staff aim to deliver quality first teaching approaches that builds both the keys to successful academic outcomes alongside the stability and resilience to thrive as an independent successful contributing adult. Our associate staff work tirelessly to deliver a professional, outstanding quality of practice with the children at the heart of their work, understanding that regardless of role our priority always remains the safety, wellbeing and improving the life chances of our children. It is these common goals and the ability to see challenges as opportunities rather than barriers that enables our collective and unified response, built over many years of dedication to the children of our Harlington School community.

Where we support, coach and promote successfully from within, we are also in the position to recruit transformational staff who can support, build on and enable our continued growth and change. We look for individuals with the capacity and drive to succeed, see solutions rather than problems, and are glass half full individuals with the ability to recognise that regardless of role, our children are paramount and that they have solutions to enable a better tomorrow.

We work hard, but the rewards are immense. We aim to maintain a work life balance so that in protecting each other we enable us to be at our best professionally and committed in the time we are here. We have a supportive culture where staff wellbeing is augmented by our commitment in constant improvement to keep moving forward.

We welcome contact prior to application – please contact us if you would like to see us in action, and we'll do our best, within the current COVID protocols to give you a flavour of what it is like to work here. I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely,



Mr A D'Onofrio
Headteacher

Information about the selection and interview process

Appointment Procedure

We'd like you to get to know us as well as participating in interview activities, although this is a challenge during the pandemic. Candidates invited for interview will be provided with an opportunity to tour the school and meet the staff they will be working with, if the COVID restrictions permit this. The appointment procedure will be based on the following activities:

- Shortlisting based upon skills and experience that meet the person specification and job description
- Suitable References and safeguarding checks occurring prior to, during and after the interview process.
- Lesson Observation and discussion/reflection meeting, or Zoom interview to explore your current practice with you
- Interview panel (possibly via Zoom) if calibre of teaching and reflection is good, in line with the experience of the candidate.

This is a rolling advert, we will interview high calibre candidates when we receive their application, and take down the advert when we have appointed. Please note that we shall be following up references after shortlisting has taken place. Please ensure that you complete all sections of the application form. Gaps in employment history will be explored with you at interview, and we ask that you bring copies of your qualification certification with you – thank you.

Interviews: Rolling, as and when high calibre applicants apply.

Days and Hours

This is a full time, permanent appointment, with contractual obligations based upon the Teacher 'Burgundy Book' conditions of employment.

Salary

You will be employed by Harlington School on the appropriate point of the main scale, or, where appropriate, on the Upper Pay Scale, dependent on relevant experience. ECT's usually commence on an M1 starting salary, but for one or more years' relevant experience, consideration of an M2 starting salary will be considered.

If staff are successfully recruited via an agency, we expect that a proportion of the finders' fee will be reimbursed to the school if you leave (except by mutual consent) within 2 academic years.

Information about the school

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 140 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are an IQM Flagship School, an ArtsMark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 we were featured in the Parliamentary Review: <https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent OfSTED Section 8 inspection in April 2018, the school was judged as continuing to be Good.

<https://reports.ofsted.gov.uk/provider/23/102451>

New to the teaching profession?

Your training and development needs are fully supported in your ECT years and beyond. We have a full time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly ECT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for, in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to September contracts commencement, and an interest free loan of £1500 in your first year. Additional remuneration is considered within our pay policy for shortage subjects.

Teaching Staff: Learning, Assessment and Professional Development

Teaching is good at Harlington as a result of a whole school commitment to continual discussion and improvement of the teaching craft. We have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since OfSTED judged it to be good in 2015, and this was reconfirmed in the recent 2018 Section 8 visit. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are encouraged and supported to gain additional qualifications, and we currently have staff undertaking National Professional teaching accreditations, as well as Lead Practitioner and Masters' Degrees. There are 'step up' programmes for emerging middle and senior leaders, and coaching opportunities for the Middle and Senior Leadership Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme.

Flexible working is well established at the school, including an established job share between the Headteacher and Associate Headteacher.

We are developing our virtual learning platform, migrating to Microsoft Teams this year for student communications, remote learning and pedagogy to provide a wider range of curriculum resources to students. We are actively moving away from 'marking' to 'feedback', and developing best practice in moderating students' work when evaluating progress.

Associate Staff: Ethos, Values and Professional Development

Associate staff are expected to be committed to supporting and educating young people, whether or not their job involves working directly with the students. Everything that we do is to provide a high quality educational experience for our students. Associate staff are encouraged to develop their own professional development and have equal access to the staff development budget. We are currently supporting entry level and higher level apprenticeships in finance and learning support, and we have a great track record in supporting staff into teacher training from a learning support assistant background. Industry accreditations such as CLEAPPS and HAS training is also encouraged and supported.

Information about the Geography department

The vision of the geography department at Harlington School is to inspire students to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. We also aim to equip our students to become independent learners with the ability to question, investigate and to think critically about issues affecting a dynamically changing world both now and in the future.

Faculty Organisation & Facilities

Staffing in the faculty includes both specialists and non - specialists. We currently have 3 specialists and one non-specialist teacher. We have classrooms assigned to geography department within the humanities faculty. History and RE also have separate allocated classrooms. All classrooms are equipped with whiteboards and students' textbooks. Students and teachers also have access to online textbooks on kerboodle. Priorities are always given to new teachers to have one classroom for all their lessons. There is a bank of lessons for all year groups in a shared drive that would give a new teacher a good head start. Geography is a popular and oversubscribed GCSE course, and in Harlington School, most students are guided towards the EBACC, within the framework of the Harlington 'Bac, which incorporates a 9 – 1 subject GCSE portfolio. The vast majority of students choose to study either History or Geography, and all students study GCSE RE, so Humanities are celebrated and supported at the school. The Humanity Faculty is a welcoming faculty, with staff from all disciplines working closely together to support students' progress and achievements.

Information about the Post

The current post holder is leaving the teaching profession to pursue a career in a different field. We are therefore seeking a post holder to undertake the role on a full-time basis. Ideally, the potential post-holder will be expected to teach across all key stages.

Teaching Groups

Geography is taught at Key Stage 3 once a week per class with a lesson of 100 minutes every week. KS4 students have 3 lessons of 100 minutes each over a two-week timetable. All students in KS3 and KS4 are in mixed ability classes. KS4 currently begins in year 9, however this may change to year 10 from September 2022. There are one class each in year 12 and 13 in KS5.

Curriculum

Our mission is to provide a challenging yet engaging curriculum that fosters an interest in geography which the students will take outside of the classroom and become responsible members of society. We aim to stimulate in our students an interest in and a sense of wonder about the world around them. Our curriculum covers all aspects of the KS3 national curriculum that is linked to our KS4 curriculum and also provides a broad balance of physical and human geography ensuring students see the link between the two disciplines. At KS4 and KS5, we follow the AQA specifications with linear exams at the end of year 11. There is a coursework at the end of year 13.

Encouraging scholarly attributes have become integral to the department which allow pupils to deepen their understanding and allow them to express their views and opinions with greater confidence to go above and beyond. We encourage deeper thinking through analysis of geographical artefacts, maps, graphs and photographs. This is supported with 'prep' and project home learning.

More so, enrichment and external learning experiences are a key feature of the enhanced curriculum that provide our students with opportunities to learn outside the classroom be it during lesson time, on day trips at GCSE or on residential trips at A-Level. The school funds all geography field trips for GCSE and A Level.



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

How to find us

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport.

We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire, Buckinghamshire and Hertfordshire via the M4 and M25.



BY BUS

U4 Uxbridge – Prologis Park via Hayes & Harlington Station.

BY RAIL

Hayes & Harlington Station from Paddington, Ealing, Reading and Slough
Possibly embed Geo-Location QR Code and Transport for London Journey Planner.

BY CAR

Exit M4 Junction 4, following signs towards Hayes.

If you wish to use your Sat Nav to find us, use postcode UB3 1PB. Please park in the car park accessed from Dudley Place.