

Wood Green School



Candidate Information Pack

Teacher of Geography

Details of the post

Job Title:	Teacher of Geography
Start date:	September 2019
Status of post:	Permanent, Full Time Main or Upper Pay Range (suitable for NQTs)
Closing date for application:	Wednesday 22nd May 2019 (12 noon)
Interview Date:	Friday 24 th May 2019

WELCOME - *Headteacher*

Dear Prospective Candidate

Thank you for your interest in our post. Wood Green School is an 11-18 Academy school serving the town of Witney and surrounding villages.

Wood Green School is part of the Acer Multi-Academy Trust. The Acer Trust has been co-founded by four schools: Wood Green School, Chalgrove Primary School, Icknield Community College and Matthew Arnold School.

All four schools have strong track records of high performance or rapid improvement and share similar values. We believe that this partnership will add real benefit to Wood Green School. The key values of the Acer Trust are: Trust, Collaboration and Opportunity.

This is a very exciting time for Wood Green, as we create our truly excellent school. Our core purpose remains to ensure "Excellence for All", and everything we do contributes to achieving this.

We are undergoing rapid development and welcome contribution from all staff. Our website and information in this pack give a flavour of this. If our focus on excellence, on wellbeing and on a Growth Mindset resonates with you, and you have a passion for inspiring our young people to learn and enjoy Geography then I strongly urge you to apply for this post.

I would like to draw your attention to the development opportunities open to you as a member of Wood Green School. As headteacher, I believe that investing in staff is crucial to achieving Excellence for All. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with our schools through our local and national partnerships. For example, all teaching staff have the opportunity to undertake the OLEVI Teacher Programmes, to carry out action research with Oxford University and to work with coaches in school.



When you make an application, please include a covering letter as well as the Acer Trust Application Form. Your letter should be no longer than two sides of A4 in a minimum of 11point font, and should include comments on your experience and qualities which you feel are of particular relevance to the job description and person specification.

You can add any further information in the section of the form 'Relevant Skills and Experience' should you wish to do so. It would be helpful to include email addresses for your referees, and to advise them that we will be requesting references within a tight timescale.

Your letter and application form should be submitted either by email to vacancies@wgswitney.org.uk or by post. Postal applications will be acknowledged if a stamped addressed envelope is enclosed.

You are most welcome to visit Wood Green School before making your application. If you would like to be shown round the school, or to talk with the Headteacher, please contact Faith Green, HR Officer, to make an appointment.

Wood Green School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS clearance is required for appointment to this post.

I hope the information about this post inspires you to apply to Wood Green School; I look forward to hearing from you.

Yours sincerely



Rob Shadbolt

Headteacher

“Excellence for All”

The vision for our school is clear: a school where everyone enjoys learning, achieves success and plays a full role in our community.

Excellence at Wood Green means achieving your best, which comes from hard work and having the will to succeed. This is why our motto is “Excellence Through Effort”.

We expect all staff and parents to have belief in every child and to ensure that the support we provide is exceptional for everyone, just as we would want for our own child. Therefore, we expect everyone to commit to our “Learn Well” values:

- | | |
|-------------------|--|
| LEARNING | Everyone, students and staff have the right to learning. |
| EFFORT | We expect everyone to commit fully to achieving the best for themselves. |
| ASPIRATION | We believe that everyone can improve and achieve and should aim high. |
| RESPECT | We expect everyone to treat each other with respect and dignity. |
| NUTURE | We want to nurture the talents of all individuals in our school and we offer excellent support to do this. |
| WELLBEING | By caring for the mental health and physical wellbeing of everyone, we know everyone will be happier and achieve better. |

Department Information

The Geography Department is a dynamic, creative and forward-thinking department which is keen to develop students' knowledge and understanding of Geography. The Department would like to appoint a committed and enthusiastic teacher to lead the team, to teach across the age and ability range. The Department obtains impressive results, at GCSE, and would like to appoint a teacher who will be able to work with the team and contribute to its further development.

Staffing

The Department comprises of three full time specialist Geography teachers. Each Geography teacher has their own classroom which is equipped with a computer and data-projector with an ICT room nearby.

Ethos

The department is committed to developing effective learners who are capable of thinking creatively and problem solving. Students are taught the skills of enquiry, and to approach issues with questions and seek factual evidence to inform their learning and understanding. Lessons are approached in a variety of different ways including group work, presentations, debates, paired work and independent enquiry.

Students are encouraged to keep up to date with the news and current issues and to feed these examples into their discussions and work in class and at home. Students use recent and up to date case studies to exemplify their points and improve their understanding of the world around them.

Students are taught in mixed ability groups. We place a strong emphasis on assessment for learning across the KS3, 4 and 5 curriculums. Individual personalised targets are set for students to make progress and aspire to the best possible outcomes.

Curriculum

The Geography department have a clear vision to develop a coherent geographical experience that provides continuity and progression of geographical content and skills across all key stages. We wish to embed a range of teaching and learning strategies, uses of ICT (GIS) and AFL techniques into the subject to help create enjoyable and relevant geographical lessons that promote independent learning and enquiry. We want students to ask questions about the world in which they are interconnected with and to be motivated to find the answers to their own questions and to become more global citizens.

Key Stage 3

The department is looking to develop this curriculum to make it as modern and engaging as possible. Our curriculum is broadly based on the National Curriculum with discrete modules of work organised under the following themes: Becoming a Geographer, Geographical Skills, Connected Places, Extreme Environments, Dynamic UK Human and Physical Landscape and Threatened Places.

Key Stage 4

Students follow the Edexcel Geography B GCSE Syllabus, focussing on three components: Global Geographical Issues, UK Geographical Issues and People and Environment Issues. Students conduct fieldwork in Year 10 which supports the UK Geographical Issues component.

Key Stage 5

Students follow the Edexcel syllabus. In Year 12, they currently cover, Regenerating Places, Globalisation, Coastal landforms and Processes and Tectonic Hazards. Fieldwork supports these topics and teaches the skills necessary for their NEA. In Year 13, the topics include Water and Carbon Cycles, Superpowers, and Migration, Identity and Sovereignty.

Department Development and Future Plans

The department are currently working on further expanding extracurricular opportunities within Geography through investigating the opportunity for increased fieldwork and developing the current KS3 Geography Club.

Examination Results 2018

GCSE Actual results compared to FFT 50 estimates

		Result Grade											Below Comparison		Same As Comparison		Above Comparison				
		#	%	Other	U	1	2	3	4	5	6	7	8	9	#	%	#	%	#	%	
Comparison Grade	Other									1					0	0.00%	0	0.00%	0	0.00%	
	U														0	0.00%	0	0.00%	0	0.00%	
	1														0	0.00%	0	0.00%	0	0.00%	
	2			1	1	2	1	2							6	33.33%	3	16.67%	1	33.33%	
	3			1	1	2	2	5	3	1					13	30.77%	4	38.46%	5	30.77%	
	4			1	1	1	4	1	3	1	1				11	45.45%	1	9.09%	5	45.45%	
	5			1	1	1	1	5	2	10	2			1	21	28.57%	2	9.52%	13	61.90%	
	6							1	2	2	1	1			7	71.43%	0	0.00%	2	28.57%	
	7							1	1		4	2	1		9	22.22%	4	44.44%	3	33.33%	
	8												1	3	6	16.67%	3	50.00%	2	33.33%	
9														0	0.00%	0	0.00%	0	0.00%		
	#			0	1	4	4	13	12	9	11	9	6	4	73	26	35.62%	16	21.92%	31	42.47%

Less Than Comparison
 Same As Comparison
 Above Comparison

A Level Results

A Level results department overview	A*-A%	A*-B%	A*-C%	A*-E%	A*-E%	Entries	A*	A	B	C	D	E	U
A - Geography	14.3	28.6	71.4	100%	100	7	1	1	3	1	1		

Job Description

Job Title	Teacher of Geography
Job Description	This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.
Review Date of Job Description	May 2019
Establishment	Wood Green School, Woodstock Road, Witney, OX28 1DX
Responsible to:	Head of Geography
Responsible for:	Teaching and supporting all designated classes in Geography
Purpose of Post	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a Teacher/Form Tutor. • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
Teaching	<ul style="list-style-type: none"> • To undertake a designated programme of teaching across all key stages • Teach consistently high quality lessons • Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5 • Be a role model for students, inspiring them to be actively interested in History • To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers • To complete the relevant documentation to assist in the tracking of students • Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching • Prioritise and manage time effectively, ensuring continued professional development in line with the role • To follow the school policies and procedures • To ensure the effective/efficient deployment of classroom support • To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework • Follow schemes of work for Geography at all Key stages • Promote aspects of Personal Development related to Geography • Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of Geography • Promote Geography learning through out of hours activities.

	<ul style="list-style-type: none"> • Ensuring a high quality learning environment throughout the Geography area.
Assessment, Feedback and Tracking	<ul style="list-style-type: none"> • To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy • To follow department monitoring and tracking systems relating to students attainment, progress and achievement • Mark, grade and give written/verbal and diagnostic feedback as required • Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures • Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • Complete the relevant documentation to assist in the tracking of students • To follow department policy regarding department tracking of student progress and use information to inform learning and teaching • Follow setting and co-ordinating assessment arrangements in Geography at all Key Stages, and in all areas as required by school policies, including standardising those assessments.
Staff Development	<ul style="list-style-type: none"> • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management process • Participate in whole school CPD programmes • To take part in the staff development programme by participating in arrangements for further training and professional development.
Student Support and Progress	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students • To promote the general progress and well-being of individual students and the Tutor Group as a whole. • To liaise with the relevant pastoral leaders to ensure the progress of students. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • To evaluate and monitor the progress of students and keep up-to-date student records as may be required • To lead the National Baccalaureate within the tutor group • To contribute to the preparation of Action Plans and other reports as required • To alert the appropriate staff to problems experienced by students • To 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. • To contribute to PSHE and citizenship and enterprise according to school policy • To apply the Behaviour for Learning policy so that effective learning can take place • Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams

	<ul style="list-style-type: none"> • Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.
Safeguarding	<p>Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school</p> <p>Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.</p>
Communications, Marketing and Liaison	<ul style="list-style-type: none"> • To communicate effectively with the parents of students as appropriate • Where appropriate, to communicate and cooperate with persons or bodies outside the school. • To follow agreed policies for communications in the school • To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.
Personal Responsibilities	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example • To support the school in meeting its legal requirements for worship • To actively promote school policies and procedures • To be responsible for own continued professional development • To comply with the school's Health & Safety policy and undertake risk assessments as appropriate. • To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment • To undertake duties before the school day, at break, and after the school day on a rota basis • To attend meetings scheduled in the school calendar punctually • To set cover work during any leave of absence • To adhere to the School's Safeguarding Policy.
Notes:	<p>The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.</p> <p>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.</p> <p>This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post</p> <p>The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.</p>

Person Specification

Criteria	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Good honours degree or equivalent • QTS or PGCE • Have a secure knowledge of the Geography curriculum and related pedagogy • An awareness of the impact that their subject can make to the whole school • Ability to teach Geography at KS 3,4 and 5 	<p>Graduate of Olevi programme or awareness of DRICE principles</p> <p>Coaching experience</p> <p>An ability to teach History at KS3</p>
Teaching	<ul style="list-style-type: none"> • Evidence of excellent classroom practice appropriate to career stage • Excellent understanding of effective and engaging teaching methods that will 'light fires' • The ability to engage, enthuse and motivate all students. • Able to use technology to enhance Teaching and Learning • Able to incorporate assessment for learning practices into everyday practice 	<p>Evidence of using teaching to raise student attainment</p>
Assessment	<ul style="list-style-type: none"> • Full understanding of the use of assessment to inform planning • Able to mark, record and give feedback in line with whole school and departmental policy • An understanding of assessment at KS3 	<p>Understanding of how to mark GCSE and/or A level</p>
Planning	<ul style="list-style-type: none"> • The ability to plan lessons and sequences with clear objectives to ensure progression for all students • The ability to adapt schemes of work to suit the needs of students and groups of students • A clear understanding of planning for progression between the key stages 	<p>Experience of planning in accordance with the GCSE and A level specifications</p>
Professional attributes	<ul style="list-style-type: none"> • Highly motivated and a willingness to continue learning • A positive role model for staff and students • Resilient and responds well to challenge • Excellent communication skills • Team player • Initiative • Able to prioritise and meet deadlines 	<p>Career teacher, interested in long term career development</p>

Relationships with young people	<ul style="list-style-type: none"> • Have high expectations for all young people including a commitment to ensuring that they can achieve their full educational potential. • Establishing fair, respectful, supportive and constructive relationships with students. • Hold positive values and attitudes and adopt high standards of behaviour in their professional role 	
Personal qualities	<ul style="list-style-type: none"> • Enthusiasm, drive and a love for the job • Clear vision and an innovative approach to Teaching and Learning • A passion for ensuring that all aspects of school life demonstrate integrity and respect • Commitment to a high profile presence in and around the school. • A good sense of humour • Excellent communication skills, both verbal and written • Good time management • Flexibility, adaptability and creativity 	<p>Ability to enthuse others and be a positive role model</p> <p>Willingness to challenge others to produce positive outcomes</p>

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.