



# **Uckfield Community Technology College**

**Briefing Booklet for:**

**Appointment of  
Teacher of Geography (MPS-UPS)**

**September 2016**

Downsview Crescent  
Uckfield  
East Sussex  
TN22 3DJ  
Direct Tel: 01825-764844 Ext 1101

Principal: Hugh Hennebry BSc NPQH

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## **Additional documentation included in this pack (*if requested by post*):**

- Letter from Hugh Hennebry (*Principal*)
- Teacher Application Form (*East Sussex County Council TSI*)
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## **Additional documentation available from the College website:**

- Sixth Form Prospectus
- 11-16 Prospectus

**Please note that if you are using a satellite navigation system to travel to the College please use the Postcode TN22 1TG as unfortunately the College Postcode will take you to a pedestrian only access at the south of the College campus.**

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## Uckfield Community Technology College

**Required for: January 2017**

### **Teacher of Geography (MPS-UPS)**

Uckfield Community Technology College (UCTC) is a highly successful and popular College in the heart of rural Sussex yet within commuting distance of Brighton, Eastbourne and the South Coast. UCTC is an excellent working environment characterised by happy, well-motivated students and innovative and enthusiastic teachers.

We are looking for an inspirational and enthusiastic Teacher of Geography. Applicants need to be capable of motivating students to 'realise their potential'. Applications are invited from NQTs and experienced teachers. This post is initially on a fixed term basis from 1<sup>st</sup> January 2017 to 31<sup>st</sup> August 2017, and there is the opportunity for a TLR for a candidate with the right experience.

For further information and a full application pack, please telephone our Human Resources Team on extension 1232 quoting reference Gg/09/16 or visit our website: [www.uctc.org.uk](http://www.uctc.org.uk). An electronic application can be returned by e-mail to the address above (an electronic receipt will be issued).

**Applications should be returned to the College as soon as possible or at the latest by 10am on Monday 3<sup>rd</sup> October 2016. Interviews will take place as soon as possible after this date.**

East Sussex County Council is an authority committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.





hvh/tf

September 2016

Dear Applicant

### **Post of Teacher of Geography (MPS/UPS)**

Thank you for your interest in this post. I believe what makes a good school is its ethos. Our ethos of high expectations and putting students at the heart of everything we do enables our students to fulfil their potential. Our College motto is 'Realising Potential' and we constantly strive to inspire and support every child to learn and develop as mature, wise, fully rounded individuals. This motto is not very different from many schools but what I believe makes our college stand-out is that we get our students to think about why fulfilling one's potential is important. Our aim is for every student to achieve that particular kind of happiness you get when you strive for and make progress towards your goals. We encourage our students to feel that sense of personal fulfilment that leads to true, deep happiness. So, I trust that you will find this is a happy college community, not in any superficial way but a group of staff, students and parents working hard and leading fulfilling lives.

At Uckfield, we are passionate about the quality of Teaching and Learning. We regard ourselves as Teaching and Learning 'Activists'. Being an Activist at UCTC is all about sharing good practice and being enthusiastic about developing pedagogy and practice. Activism has many forms here e.g. talking about teaching and learning, sharing ideas through Schemes of Learning, sharing resources, peer lesson observations with someone you have chosen to work with, teaching and learning communities etc. I feel sure that you will identify UCTC as an energetic and successful place in which you could make a positive impact on the life chances of our students, working with like-minded staff whilst also developing your own professional skills.

The staff here, both teaching and non-teaching, are excellent. They are utterly professional and deeply caring people who have a strong moral purpose to make a difference to young people. Students in lessons are ready and eager to work. It is no surprise that results are so good. Both personally and professionally, I am very proud of the work they do. While we are a 'students first' college and students are what we are here for, our greatest asset is our dedicated staff who strive and frequently go beyond the 'call of duty' to develop and maintain the very special environment that is UCTC.

Please visit our website: [www.uctc.org.uk](http://www.uctc.org.uk), where you will be able to access and download information that will give you a deeper insight into the wide range of activities in the College.

If after finding out more about UCTC you decide to apply for the post, then I look forward to receiving your application form. Please leave the relevant experience and other information section on page 5 blank and attach to your form a separate letter of no more than 2 sides of

A4 amplifying what skills you will bring to the college and why you believe you are the right person for this post.

Applications will be processed in line with the dates provided and I will write to successful and unsuccessful candidates as soon as possible to inform you of your progress.

If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via 01825 764844, extension 1101.

All teachers at the college are attached to Year teams either as Tutors or mentor support. I have attached the job specification for that role to this document.

In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. UCTC is very much a team and I believe, fundamentally, a very happy and successful one. I very much hope that you would like to join our team and I look forward to meeting shortlisted candidates at interview.

Yours sincerely

A handwritten signature in black ink, appearing to read 'H Hennebry', written in a cursive style.

Hugh Hennebry  
Principal



# Uckfield Community Technology College



## Job Profile

Job Title	Teacher of Geography
Salary Grading	Main Pay Scale to Upper Pay Scale
Line Manager	Curriculum Leader of Geography
Date	January 2017
Job Purpose	<ul style="list-style-type: none"> <li>▪ To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal</li> <li>▪ To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment</li> <li>▪ To play a full part in the life of the College and its community, to support its mission and ethos of realising potential and to be a role model for staff and students.</li> </ul>
Job Dimensions	<ul style="list-style-type: none"> <li>▪ <b>Students:</b> accountable for the oversight of learning of those students allocated to the post holder, engaging and motivating in the classroom and building team commitment with colleagues.</li> </ul>

### Key Accountabilities

<p><b>Strategic Direction and Development:</b> Lead, develop and implement learning policies, plans, targets and practices to ensure contribution to whole College improvement.</p>	<ul style="list-style-type: none"> <li>▪ Where appropriate to:</li> <li>▪ promote the general progress and well-being of individual students and of any class or group of students assigned to the post holder;</li> <li>▪ identify clear teaching objectives through planning and specify how they will be taught and assessed and ensure best use of time;</li> <li>▪ set tasks which challenge students and ensure high levels of interest and expectations including SEN and gifted and talented;</li> <li>▪ set clear targets building on prior attainment;</li> <li>▪ provide clear structures for lessons maintaining pace, motivation and challenge;</li> <li>▪ maintain discipline in accordance with the college's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework;</li> <li>▪ use a variety of teaching methods and strategies including key skills of literacy, numeracy and ICT;</li> <li>▪ ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ evaluate own teaching critically to improve effectiveness;</li> <li>▪ ensure the effective and efficient deployment of classroom support;</li> <li>▪ prepare students for public examinations where relevant;</li> <li>▪ register the attendance of students in lessons in line with the college policy.</li> </ul>
<p><b>Leading and Managing Staff:</b> provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning</p>	<ul style="list-style-type: none"> <li>▪ Where appropriate to:</li> <li>▪ use performance data to evaluate students' progress and set appropriate targets for improvement;</li> <li>▪ assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;</li> <li>▪ mark and monitor students' work and set targets for progress;</li> <li>▪ assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the students achieving;</li> <li>▪ undertake assessment of students as requested by examination bodies, departmental and College procedures;</li> <li>▪ prepare and present informative reports for parents and other external agencies as appropriate;</li> <li>▪ make records of reports on the social needs of students;</li> <li>▪ provide or contribute to oral and written assessments, reports and references relating to individual and groups of students.</li> </ul>
<p><b>Curriculum Development</b></p>	<ul style="list-style-type: none"> <li>▪ Contribute to the development of Schemes of Work and lesson planning within the curriculum area.</li> </ul>
<p><b>Teaching and Learning:</b> secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.</p>	<ul style="list-style-type: none"> <li>▪ Have a working knowledge of teachers' professional duties and legal liabilities;</li> <li>▪ operate at all times within the stated policies and practices of the College;</li> <li>▪ establish effective working relationships and set a good example through own presentation and personal and professional conduct;</li> <li>▪ endeavour to give every student the opportunity to reach their potential and meet high expectations;</li> <li>▪ monitor student progress and implement intervention strategies;</li> <li>▪ be committed to safeguarding and promoting the welfare of students in all lessons and related activities and contribute positively and effectively to the Every Child Matters agenda;</li> <li>▪ provide guidance and advice to students on educational and social matters and on further education and future careers;</li> <li>▪ maintain good order and discipline among students and safeguard their health and safety when they are engaged in authorised College activities elsewhere;</li> <li>▪ participate in arrangements for students presentation for examinations;</li> <li>▪ supervise and so far as practicable teach any students whose teacher is not available to teach them following the current Pay and Conditions;</li> <li>▪ participate in meetings at the college which relate to the</li> </ul>

	curriculum, administration or organization of the college.
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ Communicate and consult with the parents of students and Governors where appropriate;</li> <li>▪ communicate and cooperate with persons and external agencies and participate in meetings arranged for any of the purposes described above;</li> <li>▪ take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review Days and events with partner schools;</li> <li>▪ contribute to the corporate life of the College through effective participation in meetings and management systems necessary to co-ordinate the management of the College;</li> <li>▪ co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the College, department and students.</li> </ul>
<b>Deployment of Resources</b>	<ul style="list-style-type: none"> <li>▪ Review from time to time own methods of teaching and Schemes of Work;</li> <li>▪ participate in arrangements for own further training and professional development as a teacher;</li> <li>▪ participate in arrangements for own supervision and training whilst serving in an induction period;</li> <li>▪ participate in arrangements for the appraisal of own performance and that of other teachers;</li> <li>▪ take responsibility for own professional development and duties in relation to College policies and practices;</li> <li>▪ contribute to the professional development of other teachers e.g. the induction of new teachers.</li> </ul>
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>▪ Embed the College's High Reliability practices in order to sustain and develop high quality teaching and learning.</li> </ul>

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.



## Role of Form Tutor

**Line Manager: Director of Year**

### Professional Duties

1. To act as the first point of contact between home and college and to advise and guide parents and students on a day to day basis.
2. To get to know the students in the tutor group and strive to be aware of backgrounds as these will affect the student's performance in college.
3. To establish a positive relationship between tutor and the student so that the tutor is aware of both danger signs and indications that the group and individuals are functioning well.
4. To encourage each student to take a full part in college activities.
5. To be a source of information about the college and to interpret college policy to the students as it affects them.
6. To maintain high standards of college uniform with all students in the group.
7. To liaise with senior pastoral staff about students in difficulty or trouble.
8. To complete the form register and to do so in a well-controlled manner so that the information recorded is accurate and in accordance with the notes in the staff guide.
9. To check (using Google Classroom) and encourage students to:
  - (i) complete homework that is set; and
  - (ii) hand homework in on time.
10. To ensure that all absences are covered by letters or telephone calls from parents. Directors of Year should be notified when a Form Tutor is unable to obtain a satisfactory reason for absence either from the students or from contact with the parents directly.
11. To monitor students' academic progress through profiles/reports and data/progress analyses. To make a meaningful and appropriate comment on social and academic progress made as required by the style of the report.
12. To co-ordinate appropriate intervention strategies to support students' academic and social progress.
13. To deliver the set tutor programme during Personal Development Time and PSHCE.



## **Geography Departmental Structure and Organisation 2016/2017**

### **Staff**

Mark Leswell	Curriculum Leader of Geography
Katie McCreddie	Deputy Curriculum Leader of Geography
Stephen Simmons	Teacher of Geography and Director of 6 <sup>th</sup> Form
John Wilde	Teacher of Geography
Jasen Couttiguane	Teacher of Geography and Director of Year
Dan Wynne Willson	Deputy Principal and Part Time Teacher of Geography
Tim Cook	Director of Year and Part Time Teacher of Geography

### **Accommodation**

The Department is housed in four adjacent rooms upstairs in the main building, along with another room in the corridor below.

### **Resources**

- The teaching rooms are fitted with new interactive touch-screen flat panel screens.
- The College has an excellent Meru wireless network as well as a wired network.
- Resources for all Key Stages are shared between both staff and students. KS3 lessons follow the structure of the new curriculum (detailed on next page). KS4 Geography follows the OCR B specification for the current Year 11 cohort and AQA for the new, and subsequent, GCSE cohorts through a variety of exciting and engaging lessons. At KS5, the Edexcel specification is followed by a range of inspiring and enthusiastically taught lessons.

## **Geography Provision**

**Key Stage 3** Students are taught in mixed-ability tutor group classes and have two lessons a week.

Year 7 The key topics covered are Uckfield and Beyond, China, Coasts, Tourism, Rocks and Rivers.

Year 8 The key topics covered are Living World, Migration, India, Sustainable Living, Weather and Climate.

Year 9 The key topics covered are Natural Hazards, Development, Globalisation, Extreme Environments and Africa.

**Key Stage 4** Geography is the largest option subject with between 4 and 7 teaching groups each year. The course followed is the OCR B GCSE specification for the current Year 11 cohort and AQA for the new, and subsequent, GCSE cohorts.

Year 10 The exam studied in Year 10 is 'Living in the Physical Environment'.

Year 11 The exams studied in Year 11 are 'Living in the Human Environment' and 'Geographical Applications'. A local area field day in September provides the data for the fieldwork questions in the exam and is supported by a residential weekend to the Juniper Hall Field Studies Council Centre in Surrey.

## **Key Stage 5**

Year 12 Students have four periods per week with two teachers and follow the Edexcel Specification. Geography is a popular AS subject with 38 students in the current Year 12. Three days of fieldwork are completed during Year 12.

Year 13 Students have five periods a week with two teachers, following the Edexcel Specification. The two units are 'Contested Planet' and 'Geographical Research' following the option of Tectonic Activity and Landforms.

## **Public Examinations**

- Year 10/11    The Controlled Assessment takes place in the September of Year 11.
- Students are prepared for the OCR B GCSE examination for the current Year 11 cohort and AQA for the new, and subsequent, GCSE cohorts.
- Year 12        Students are prepared for the Edexcel Geography AS examination consisting of two units taken in the summer term.
- Year 13        Students are prepared for the Edexcel Geography A2 examination consisting of two units taken in the summer term.

## **Additional Information**

Geography is a popular and well-thought of subject at UCTC with a history of excellent exam results. We aim to use our own knowledge of and passion for the subject to enthuse the students and to develop in them an interest and concern for the world around them.

Departmental meetings are scheduled at regular intervals and a major feature of these is a focus on teaching and learning and the sharing of good practice. Separate and distinct from department meetings are weekly Joint Professional Learning sessions (created by having a shorter school day on a Monday). The main purpose of these is for the staff to collaboratively plan and develop inspirational teaching, learning and assessment. We work as a team in order to improve progress and raise achievement. Improving the quality of teaching and learning is our main focus with initiatives including having a departmental teaching and learning focus (currently collaborative learning).

We have run field trips throughout the school, the main ones being: a local area trip for all Year 7s; a local area day and also a weekend residential to Juniper Hall in Surrey for Year 11s; three days of local fieldwork in Year 12. In addition small local visits and visiting speakers are organised for particular groups. In the sixth form, after school trips to Geographical Association lectures in Brighton are offered and the Department also makes a big input to the organisation and running of a Model United Nations General Assembly for all Year 12s.