

**Geography**

**Facilities**

The school was rebuilt in 2012 and as a result the department has access to excellent classrooms and facilities for students to learn.

**Staffing Structure**

The Geography department is made of a Head of Geography, a full time and a part time teacher. The department is also fortunate to include one of the Deputy Headteachers who is in charge of curriculum. The department works closely with our History and RE/PSHE departments and are a very supportive team.

**Geography Curriculum**

Geography at Nobel has a curriculum that is designed to ensure that each student develops a love of Geography and is aware of the relevance within everyone’s life. Every Student begins their exercise book by writing “Everything is Geography” on the front page and this sums up our belief in the importance of Geography. Units studied at Key Stage Three include a local study of Stevenage, incorporating a local fieldwork investigation, crime, fantastic places around the world, plate tectonics, map skills, population, Africa, coastal environments, ecosystems and settlement. Numbers are rising in both Key Stage 4 and 5, where we offer the WJEC Eduqas A GCSE Geography and OCR’s A Level Geography.

**Extra-Curricular / Fieldwork**

The Geography Department offers a range of trips and visits. GCSE students have the opportunity to visit Slapton Ley and conduct a week’s fieldwork. Other visits include day visits to the Natural History Museum, Walton on the Naze, Epping Forest and London Docklands.

**Support**

The school and the faculty have an excellent reputation for supporting teaching and learning. We are the School Direct Lead School for the Stevenage Schools’ Partnership and we train teachers from many different organisations including the University of Hertfordshire and University of Bedfordshire. We are also a strategic partner within both the Round Diamond School Teaching Alliance and the North Herts Teaching Alliance.



**Being an NQT at Nobel School**

As you embark on your teaching career as an NQT, you will have a comprehensive induction programme of mentoring and support personalised to meet your professional development needs and to help you meet the requirements for satisfactory completion of the induction period.

**All NQTs can expect:**

* Support and guidance from a subject mentor.
* Weekly timetabled mentor meetings.
* Regular observation and prompt and constructive feedback.
* Half termly professional reviews of progress with the professional mentor (member of Senior Leadership Team).
* Observations of experienced teachers.
* Student shadowing opportunities.
* Opportunities to participate in the Local Authority subject day, including a residential experience. This will allow you to meet and network with other NQTs in your subject area.
* A full range of CPD activities including a programme of NQT twilights.
* Termly assessments in line with County guidance.

At the start of the induction, all NQTs are issued with an induction booklet which outlines the Teachers’ Standards and contains templates to record all mentor meetings, professional tutor meetings, evaluations of CPD and a Standards tracker. This enables a central record to be used as a source of evidence against the Teachers’ Standards.

Nobel has a strong history of successful NQT induction. You can be assured that you will receive the very best experience on offer.



**Person Specification**

**Teacher of Geography**

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| --- | --- |
| **Essential** | **Desirable** |
| SKILLS AND EXPERIENCE | |
| Education to degree level in geography or related subject | Experience of teaching geography |
| Evidence of successful initial experience or teaching practice | Teaching practice or experience in a comprehensive/wide ability school |
| Expertise in the teaching of geography at KS3 and 4 | Evidence of involvement in team working to improve practice  Experience of teaching KS5 Geography |
| Willingness and ability to participate in cross-curricular activity | Experience of cross curricular involvement |
| Good knowledge and understanding of the curriculum at GCSE | Experience of the formal assessment of pupils’ work. |
| Excellent oral and written communication skills | Good/excellent IT skills |
| PERSONAL QUALITIES | |
| Commited |  |
| Ability to establish good relationships with pupils, parents and staff |  |
| Dependability and sound organisational skills |  |
| Enthusiasm and good sense of humour |  |
| Flexibility |  |

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**Job Description**

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| --- | --- |
| Job title | Teacher |
| Publication date | February 2018 |
| Postholder’s signature |  |
| Authorising officer’s signature |  |
| Reviewer |  |
| Review date | February 2018 |
| Status | Generic |
| Salary | MPS |

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| **Area** | **Responsibilities** |
| --- | --- |
| **Line Management** | * Responsible to: Headteacher; Director of Faculty; Director of Learning; Assistant Director of Learning; as appropriate. |
| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. * Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies. * Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time. * Ensure the effective and efficient deployment of classroom support. * Ensure students are fully prepared for external examinations. |
| **Pastoral** | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline * Undertake student supervisory duties and cover for absent colleagues in line with school procedures * Maintain discipline in accordance with the school Behaviour for Learning Policy. * Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. * Make every reasonable effort to ensure the Home School Agreement is adhered to. * Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable. |
| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing and marking. * Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress. * Meet tracking and reporting deadlines. * Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress. * Ensure effective assessment of students for external examinations, as required. |
| **Reporting/**  **Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents. * Communicate as appropriate with parents of students and external bodies concerned with student welfare. * Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required. |
| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. * Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems. * Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; * Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. * Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening. |
| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements. * Review own professional development and identify training needs. * Take part in lesson observations to share good practice and as part of the school’s self-evaluation. * Act on advice and feedback given and be open to support to improve own performance. |
| **Other** | * Attend assemblies * Take registers for classes. * Provide suitable cover work in good time for planned absences. * Establish effective working relationships and set a good example through personal and professional conduct. * Any other duties requested by line manager, HOF or Headteacher/SLT link. * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. * To promote actively the school’s corporate policies and to comply with the school’s Health and safety policy and undertake risk assessments as appropriate. |
| **MPS** | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in the school’s Pay Policy. |