Job Profile

Job Title:	**Teacher of Geography**
Salary:	**Teacher Main Scale**
Post Name:	
Key Base:	Castle Rock Campus *With the flexibility to work in other schools within the MAT as required.*
Hours:	
Responsible to:	Curriculum Leader of Humanities
Accountable to:	Senior Leadership Team
Core Purpose:	▪ 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/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 students' attainment. ▪ To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Responsible for:	The provision of a full learning experience and support for students.
Liaising with:	SLT, teaching/support staff across the MAT and at other schools in the area, external agencies and parents.

Main duties & responsibilities:

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.
- To contribute to the curriculum area's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Provision

- To assist the Curriculum Leader & SLT Line Manager to ensure that the curriculum area provides a range of teaching which complements the academy's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining bodies and the school's aims and strategic objectives.

Staff Development/ Recruitment/Deployment of Staff

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance

- To help to implement school quality procedures and to adhere to them.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communication

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Marketing & Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the curriculum leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, curriculum area and the students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- To liaise with a Pastoral Managers to ensure the implementation of the school's pastoral system and tutor programme.
- 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 contribute to the preparation of I.E.P.s and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 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 the tutor programme.
- To apply the school's behaviour management systems so that effective learning can take place.

In your role you will be expected to:

1 Set high expectations which inspire, motivate and challenge our students

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

2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students 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 students' 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
- have a good understanding of the curriculum requirements for students with special educational needs

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 students 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 students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students 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 students' needs in order to involve and motivate them
- maintain good relationships with students, 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 students' achievements and well-being.

Other Specific Duties

- To play a full part in the life of the academy community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To support the academy in meeting its legal requirements for worship.
- To promote actively the academy's corporate policies.
- To continue personal development as agreed.
- To comply with the academy's health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Generic Responsibilities

- Employees will be expected to comply with any reasonable request from a school leader / manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applications or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by school leaders to reflect or anticipate changes in the job which are commensurate with the salary and job title.

SPECIAL FACTORS

- The nature of the work may involve the jobholder carrying out work outside of normal working hours.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore, a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.**

This Job Profile sets out the duties and responsibilities of the job at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the job.

The Apollo Partnership Trust is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Postholder's signature:			
Printed:		**Date:**	
SLT signature:			
Printed:		**Date:**	