



## KING WILLIAM'S COLLEGE

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### Teacher of Geography - Job Details

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| <b>Title:</b>        | Teacher of Geography (approx. 0.5 FTE) |
| <b>Reports to:</b>   | Head of Faculty for Humanities         |
| <b>Job location:</b> | King William's College                 |
| <b>Pension:</b>      | Contributory Scheme Available          |



King William's College and The Buchan School are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Designated Safeguarding Lead or Principal.



## The Department

The Geography Department aspires to deliver enjoyable lessons that inspire our students to learn more about our planet and consider their role in present and future world systems. The KS3 curriculum allows students to understand the varied and wide-ranging nature of the subject; it covers a range of human and physical geography topics such as 'Weather and Climate' to 'International Development'. At KS4 the Geography students study the Edexcel IGCSE course which includes compulsory fieldwork in 'Coastal Environments' and 'Urban Environments'. Geography is taught at both Higher and Standard Level as part of the International Baccalaureate Diploma. The IB course is varied, challenging and requires the students to develop the ability synthesise information clearly, concisely and with real world examples. Skill development is vitally important within the subject and our curriculum integrates this into each topic throughout the Key Stages. The small department works closely together to help ignite a passion for geography amongst the school body. Beyond the classroom we plan and deliver local fieldtrips and international adventures (most recently to Japan). The Geography Department is actively involved in the extra-curricular offering at KWC such as working with local organisations to run mock COP conferences to the 'Global Issue Forum' with the Sixth form. The Geography Department works closely with the other Humanities subjects to enhance the students' knowledge and skill development (many students choose to take more than one Humanities subject at IGCSE level and beyond). Each year, it is common to have a number of students go onto study Geography (or Geography related) courses at university. The Geography Department is proud of our exam success; in the summer of 2024, 55% of IGCSE students were awarded a Grade 7 or above and 88% of IB students were awarded a Level 5 or above.

## The Appointment

We are seeking to appoint a well-qualified Geography specialist to help inspire our students to expand their educational horizons and support the ever-evolving Geography Department. The successful candidate will be

required to teach throughout the 11-18 age range including both IGCSE Geography and IB Geography. Experience of teaching the International Baccalaureate Diploma would be an advantage but is not essential and appropriate training and support will be given. The successful candidate is expected to support the Geography Department beyond the classroom with extra-curricular offerings alongside the planning and delivery of fieldwork (experience in this area is beneficial). The Geography Department would welcome candidates who are able to help support the delivery of GIS. Furthermore, a strong knowledge of coastal environments would be an advantage. The ability to offer another Humanities subject, particularly Business Studies or History, would also be an advantage: please state clearly your interest and experience in the second subject in your application. Early careers teachers, or enthusiastic graduates, are welcome to apply.

King William's College is committed to the education of the whole person and therefore the extra-curricular and pastoral dimensions are vital adjuncts to the achievements of high academic standards.

## The Role: Teacher

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. They are expected to carry out the professional duties of a teacher in accordance with the school's policies.

Teachers are expected to become an integral part of the College community; all teachers are expected to contribute to the extra-curricular activities programme.

## The School

King William's College was opened in 1833 through public subscription and the support of Bishop Barrow's Charity, which itself had been founded in 1668. The School enjoys a magnificent setting facing Castletown Bay in the south of the Isle of Man. For most of its history, the school operated primarily as a boys' boarding school supplemented by day boys. Girls were first admitted to the Sixth Form in the late seventies and the school became fully co-educational in 1987. In 1991, College merged with the Buchan School, (situated in Castletown and founded in 1875), to provide education for young ladies, also under the auspices of Bishop Barrow's Charity.

The two sites now constitute one school administered by a single Board of Governors and with the same overall vision and ethos. The sites are less than 2 miles apart and the Buchan provides Nursery (currently operated by an external provider) and Junior School curricula for children from 3 years to 11 years of age. The Senior School provides a non-selective education up to GCSE/IGCSE and all Sixth Form students take the International Baccalaureate Diploma. There are currently 160 children at the Buchan School (excluding the Nursery) and 360 at the senior school of whom 80 are in the Sixth Form. There are 2 boarding houses at College with a total of around 60 boarders, many of whom are from overseas. Although there is now a large number of day pupils, the School retains much of the structure and ethos of a boarding school. College is a Church of England Foundation although the pupil body includes those of many faiths.

The Senior School is now run on year-group lines for academic purposes while the House system has been retained for social interaction including House Music, Drama and other cultural activities. The College is widely recognised



as a leading IB Diploma school and was the first UK school to abandon the A Level system and adopt the IB in the same year. The College has been named 'Sunday Times International Baccalaureate School of the Year', a testimony to its commitment to the highest educational standards.

The College site is dominated by the main school building with its quadrangle and clock tower. There is a range of specialist buildings of varying ages. The Buchan site is constructed around an early Victorian country house, in a pleasant parkland setting on the edge of Castletown.

## **Key Responsibilities for teachers**

This is not an exhaustive list and the post holder will be expected to show flexibility and assist with other tasks of a similar nature. The post holder will be based at King William's College.

All teachers are expected to:

### **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.

### **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
- keep relevant parties informed of any concerns relating to individual students; depending on the nature of the concern, this may involve the Tutor, Year Head, one or both of the Deputy Heads and/or the Principal.

### **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.

### **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).

### **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.

#### **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
- attend Common Room meetings to discuss the results of assessments/internal examinations.

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines 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
- make use of the Rewards and Sanctions module on iSAMS to log any causes for concern or particularly noteworthy work/behaviour
- 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.

#### **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- be supportive of the College's Christian worship in the Chapel and of the spiritual ethos at the heart of the community. Full time teaching staff are expected to attend regular worship in Chapel.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- contribute effectively to teams (departments)
- take ownership and responsibility for tasks, seeing them through to completion
- lead by example, acting as a role model to others
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- be responsible for the care and welfare of all students and to pass on any pastoral or safeguarding concerns in line with the School's policies
- be responsible for health and safety in their teaching areas and report any concerns to the Works

## Department

- communicate effectively with parents with regard to pupils' achievements by means of regular reports, examination results and assessments (as per the Assessment Policy) and, when required, outside of these key assessment points
- attend INSET days at the start of each full term.
- Have read and understood the College's Safeguarding Policy and protocols.

## 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 College's ethos, policies and practices, 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.

## Other responsibilities - Form Tutor/Pastoral Care

### Form Tutor Job Purpose

All Tutors (Form Tutors and Additional Tutors) demonstrate and uphold the ethos and traditions of the College. An effective tutor will become an integral part of the Year Group community and champion the vibrant College House system. The tutor team lead a positive oversight of the academic, personal, social, cultural, PSHE and extra-curricular development of the students in their care. Promotion of effective patterns of study, advice on subject choices, providing emotional support, encouraging a full involvement in the life of the College and maintaining good order and discipline are all fundamental aspects of the Tutor's role. Although there will be specific times when a Tutor is officially on duty, this should not always be a consideration when assisting with and supporting Year Group / House events. All full-time members of teaching staff should expect to be a form tutor unless other arrangements have been made with The Principal. Part time staff can expect to be an additional tutor with duty responsibilities outlined below.

### Form Tutor Compliance Responsibilities

Compliance responsibilities cover areas of the job that ensure that the College is legally compliant in respect of the Isle of Man Education Act, Isle of Man National Minimum Standard for Boarding, Independent Schools Statutory Requirements, British School's Overseas Requirements and UK National Minimum Standards for Boarding.

- Complete online registration (iSAMS), morning (8.20am) and afternoon (2.10pm), of an assigned Tutor Group. Monitor of attendance/punctuality of students.
- Assist with the monitoring of attendance/punctuality of students in their assigned Tutor Group
- Carry out any supervision duties (including the Library, Year Centres and the Barrovian) as requested by Year Heads (see tutor job description) or one of the Deputy Heads. Full time members of staff are usually allocated to do two supervision duties per week (either a break time or half an hour at lunchtime).
- Attend Year Group Tutor meetings

### Additional Tutor Compliance Responsibilities

- Carry out any supervision duties (including the Library, Year Centres and the Barrovian) as requested by Year Heads (see tutor job description) or one of the Deputy Heads. Full time members of staff are usually allocated to do two supervision duties per week (either a break time or half an hour at lunchtime).
- Attend Year Group Tutor meetings

### Form Tutor Specific Responsibilities

- Lead tutor time for assigned tutor group
- Lead the delivery of PSHE within the assigned Tutor Group, working to support the Head of PSHE. The Head of PSHE will provide ideas and materials to support the topics being discussed
- Prepare Tutor Group for occasional assemblies and Chapel Services
- Proofread subject reports for students in the assigned Tutor Group and write form tutor reports.
- Liaise with teachers to ensure that every student fulfils their academic potential and inform relevant staff of any issues which may affect academic performance. For the Sixth Form, this involves UCAS references, personal statements and supporting the CAS co-ordinator in checking/advising/interviewing students on their CAS portfolios.

- Assist with disciplinary issues that may arise, liaising with the Head of Year and Deputy heads when necessary.

## Specific Expectations for All Tutors

- Attend Year Group Assemblies (if a tutor is normally in School when these take place)
- Be supportive of the College's Christian worship in the Chapel and of the spiritual ethos at the heart of the community. Full time teaching staff are expected to attend regular worship in Chapel.
- Implementation of school rules e.g. hair, make up etc...
- Make a positive contribution to the wider life and ethos of the school.

## Training and Development

- Maintain your own continued professional development
- Undertake training as necessary and ensure records of this are passed to HR for recording

## Benefits

The successful candidate will be eligible for the following benefits:

- Lunch each day when the kitchen is operational;
- Free parking for all employees;
- Access to private healthcare,
- Access to the Isle of Man Teachers' Pension Scheme;
- Professional development and ongoing CPD through internal and external training;
- Discretionary school fee discounts

## Remuneration

King William's College has its own pay scale and the financial package offered will be commensurate with the responsibilities of the post and the experience of the person appointed. Rates of income tax on the Isle of Man are very generous.

## Applications

A completed application form together with a covering letter should be submitted by email to: [HR@KWC.im](mailto:HR@KWC.im) by **09:00 on Tuesday 27<sup>th</sup> May 2025**. Interviews will take place in school or remotely the following week.

Applications will be considered as they are received and we reserve the right to interview and appoint before the deadline. Candidates who would value an informal discussion prior to applying are welcome to get in touch.

