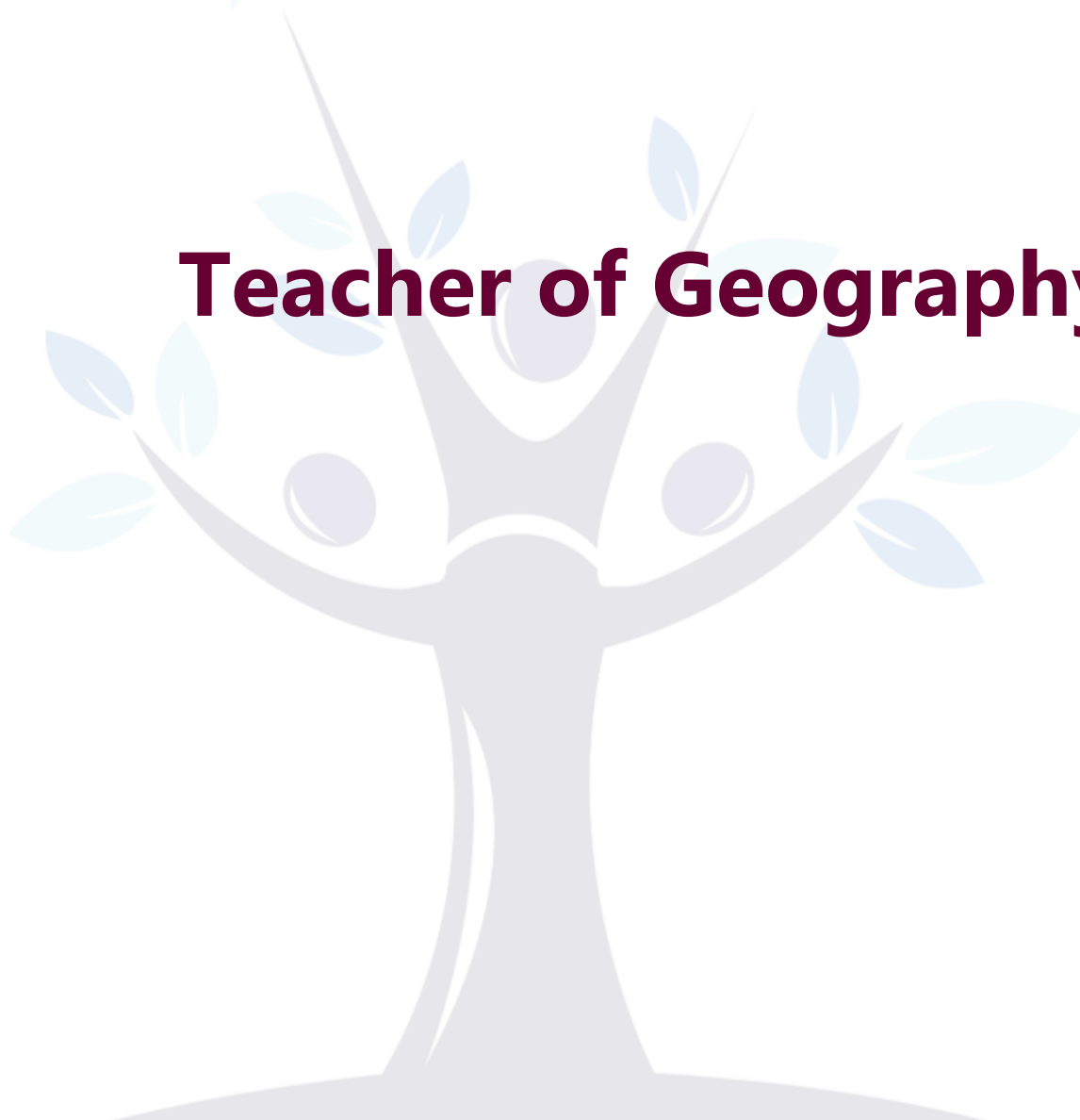


Astrea Academy Dearne Recruitment Pack

Teacher of Geography



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1. Welcome Letter – Joanne Wilson, Principal

Dear Candidate,

I am truly delighted you are interested in the post of Teacher of Geography at Astrea Academy Dearne. It is with great pride that I am able to introduce myself as Principal of the academy and it is a privilege to share with you our ambitious vision for the future. As a parent first, I am resolutely determined to secure an outstanding provision for our community and to ensure that the children who attend our academy have access to the same futures as my own children.

If you choose to join us you will become part of a strong morally driven academy that believe in the highest levels of success for all children regardless of their background. You will be relentless in your commitment and belief in all young people and will ensure only the highest level of academic success and personal fulfilment for all: they deserve nothing less. It is our vision to create outstanding young people who are courageous champions of diversity, equality and mutual respect and who are proud of their community and are enthusiastic advocates of learning.

We offer you unrivalled professional development that actively promotes independent research, collaborative working and constructive feedback and solutions. As an academy working towards a Fair Workload Charter, we will provide unparalleled support and wellbeing strategies and make you feel an integral part of what we call Team Dearne.

If you share our values and want to make the kind of difference to young people's lives that challenge social boundaries then we would love to meet you! Please take this letter as an open invitation to visit our academy and meet the children and staff that make the academy so much more than a building. If you let us know when you would like to visit we can make sure tea and cakes are available too! We believe that is an integral part of teaching!

I very much hope that you choose to apply for this post and I look forward to meeting you.

Best wishes



Joanne Wilson

Principal

2. Astrea Academy Trust

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.



All members of staff are encouraged to use the Astrea Academy Sheffield Nursery for any eligible children in their care. The Nursery and Primary prospectus can be found [here](https://astreasheffield.org/nursery/);

3. Astrea Academy Trust Ethos

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Astrestars**

Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

Honesty and Integrity

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website: <https://astreaacademytrust.org/>

4. Astrea Academy Trust Family

Academies currently within Astrea Academy Trust:

Primary	Website
★ Atlas Primary Academy, Doncaster	https://www.astreaatlas.org
★ Byron Wood Academy, Sheffield	https://astreabyronwood.org/
★ Carrfield Primary Academy, Rotherham	https://www.astreacarrfield.org/
★ Castle Academy, Doncaster	https://www.astreacastle.org/
★ Denaby Main Primary Academy, Doncaster	https://www.astreadenabymain.org/
★ Edenthorpe Hall Academy, Doncaster	https://astreaedenthorpehall.org/
★ Gooseacre Primary Academy, Rotherham	https://www.astreagooseacre.org/
★ Greengate Lane Academy, Sheffield	https://www.astreagreengatelane.org/
★ Hartley Brook Primary Academy, Sheffield	https://www.astreahartleybrook.org/
★ Hatfield Primary Academy, Sheffield	https://www.astreahatfield.org/
★ Hexthorpe Primary Academy, Doncaster	https://www.astreahexthorpe.org/
★ Highgate Primary Academy, Rotherham	https://www.astreahighgate.org/
★ Hillside Academy, Doncaster	https://astreahillside.org/
★ Intake Primary Academy, Doncaster	https://www.astreaintake.org/
★ Kingfisher Primary Academy, Doncaster	https://www.astrea-kingfisher.org/
★ Lower Meadow Primary Academy, Sheffield	https://www.astrealowermeadow.org/
★ The Hill Primary Academy, Rotherham	https://www.astreathehill.org/
★ Waverley Primary Academy, Doncaster	https://www.astreawaverley.org/
Secondary	
★ Astrea Academy Dearne, Rotherham	https://astreadearne.org/
★ Astrea Academy Woodfields, Doncaster	https://astreawoodfields.org/
★ Cottenham Village College, Cambridgeshire	https://www.astreacottenham.org/
★ Ernulf Academy, Cambridgeshire	https://www.ernulf.cambs.sch.uk/
★ Longsands Academy, Cambridgeshire	https://www.longsands.cambs.sch.uk/
★ Netherwood Academy, Barnsley	https://astreanetherwood.org/
★ St Ivo Academy, Cambridgeshire	https://astreastivo.org/
Special School	
★ The Centre School, Cambridgeshire	https://www.astreacentreschool.org/
All-through	
★ Astrea Academy Sheffield, Sheffield	https://astreasheffield.org/

5. Job Description

Position: Teacher of Geography

Salary Range: Teachers Main Scale / Upper Pay Scale

Contract Type: Permanent

Reporting to: Head of Humanities

Location of this position: Astrea Academy Dearne

Purpose of this role:

- All teaching staff are accountable for providing the very best teaching and learning experiences that ensure all children make outstanding progress.

Key responsibilities:

- Support the Head of Humanities in securing the commitment of colleagues, including any non-teaching staff designated to the faculty, to the vision, ethos and policies of the academy and to promote the highest levels of outstanding achievement.
- Embed ambition and drive rapid and sustained improvement across the faculty to swiftly secure high levels of achievement and student success beyond national expectations.
- Play an active part in driving whole school improvement through the development of outstanding Teaching and Learning.

Main duties:

1. Behaviour & Safety

- Adhere to the academy's behaviour management policy, ensuring the health and wellbeing of students is maintained at all times.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, equal opportunities, confidentiality and data protection, reporting all concerns to an appropriate person.
- Appreciate and support the role of others within the faculty.
- Communicate with parents in a professional manner at all times, promptly responding to parental enquiries by telephone, letter or email as appropriate.
- Actively support a rewards culture within the faculty that recognises hard work, dedication and determination.

2. Achievements & Standards

- Use assessment data to plan learning that drives achievement beyond national expectations.
- Assist as required with faculty intervention to address underperformance and swiftly secure high levels of success.
- Engage in exam board training to ensure the highest possible understanding of exam requirements to secure academic success.
- Where necessary work with partner primary schools/academies to facilitate a smooth transition from KS2 to KS3 for students in subjects within your faculty area.

3. Teaching & Learning

- Plan lessons and schemes of work that match the demands of exam specifications, are knowledge led and promote a love of learning.
- Create a climate within lessons whereby effective, independent learners are supported through innovative and challenging lesson design to maximise their potential.
- Work closely with the Head of Humanities to ensure that the geography curriculum and Schemes of Work are appropriate for and accessible to all students.
- Ensure Quality First Teaching is consistently delivered for all children.
- Consistently model the teaching of good or better lessons that motivate, inspire and improve student attainment and embed an 'open door' ethos across the faculty and academy.
- Share best practice and challenge own thinking through collaboration and peer to peer support.

4. General

- Create enrichment opportunities for all students to increase enjoyment and engagement in geography.
- Contribute effectively where necessary to the induction programme for new teachers and those who are new to the academy.
- Create and maintain positive and supportive relationships with parents, governors and the wider community.
- Engage with appropriate training opportunities to promote professional effectiveness in your role and to support the work of the faculty.
- Any additional tasks by agreement with the line manager which are commensurate with the responsibilities and remuneration for this post.

This Job Description should be read alongside the range of professional duties of Teachers as set out in Part 10 of the Teachers' Pay and Conditions Document.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

February 2020

6. Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Knowledge, Qualifications and Experience	Essential	Desirable
Relevant Experience You will have a proven track record of:		
Proven track record of teaching at a secondary level with highly successful outcomes for students.	*	
Experience of teaching the reformed GCSE geography courses.	*	
Experience of monitoring and tracking student progress and achievement to improve outcomes.	*	
Designing and developing high quality teaching resources to secure high impact outcomes.	*	
Experience of teaching an geography subject at 'A Level'		*
Education and Training		
A Graduate with Q.T.S. status or pending Q.T.S status	*	
'A Level' in an geography subject.	*	
An upper second class degree or better in a geography related subject.		*
Evidence of additional recent and relevant continuing professional development.	*	
Training around new GCSE specifications.	*	
Knowledge You will be able to demonstrate:		
An up to date knowledge of the latest developments in pedagogy.	*	
Excellent subject knowledge in your area of expertise.	*	
High level communication, organisational and management skills.	*	
An understanding of the factors contributing to successful outcomes in education for young people.	*	
An understanding of equal opportunities in secondary education.	*	
Skills and Ability You will be able to demonstrate you are or have:		
An absolute belief and commitment in the capacity of every single child to be successful, and an understanding that every child really does matter regardless of background.	*	
A creative and innovative teacher able to communicate and deliver an effective vision and secure impact.	*	
Commitment to abide by and uphold policies on Equal Opportunities, Health and Safety, Child Protection and Safeguarding.	*	
Resilience, self-motivation, courage and stamina and the personal drive and desire to 'make a difference' in an environment which can be challenging at times.	*	

7. Safeguarding and Child Protection Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our pupils.

The Trust's Safeguarding and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Keeping Children Safe in Education (2019)

As such, it is the duty of all who work for the Trust to:

- Ensure that a safe environment is provided for all children and young people to learn;
- Ensure all staff are capable of identifying children and young people who are suffering or likely to suffer significant harm; and
- Ensure all staff are willing to take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2019. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy.

8. Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

Safeguarding Children and Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

- Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

Interview Process

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

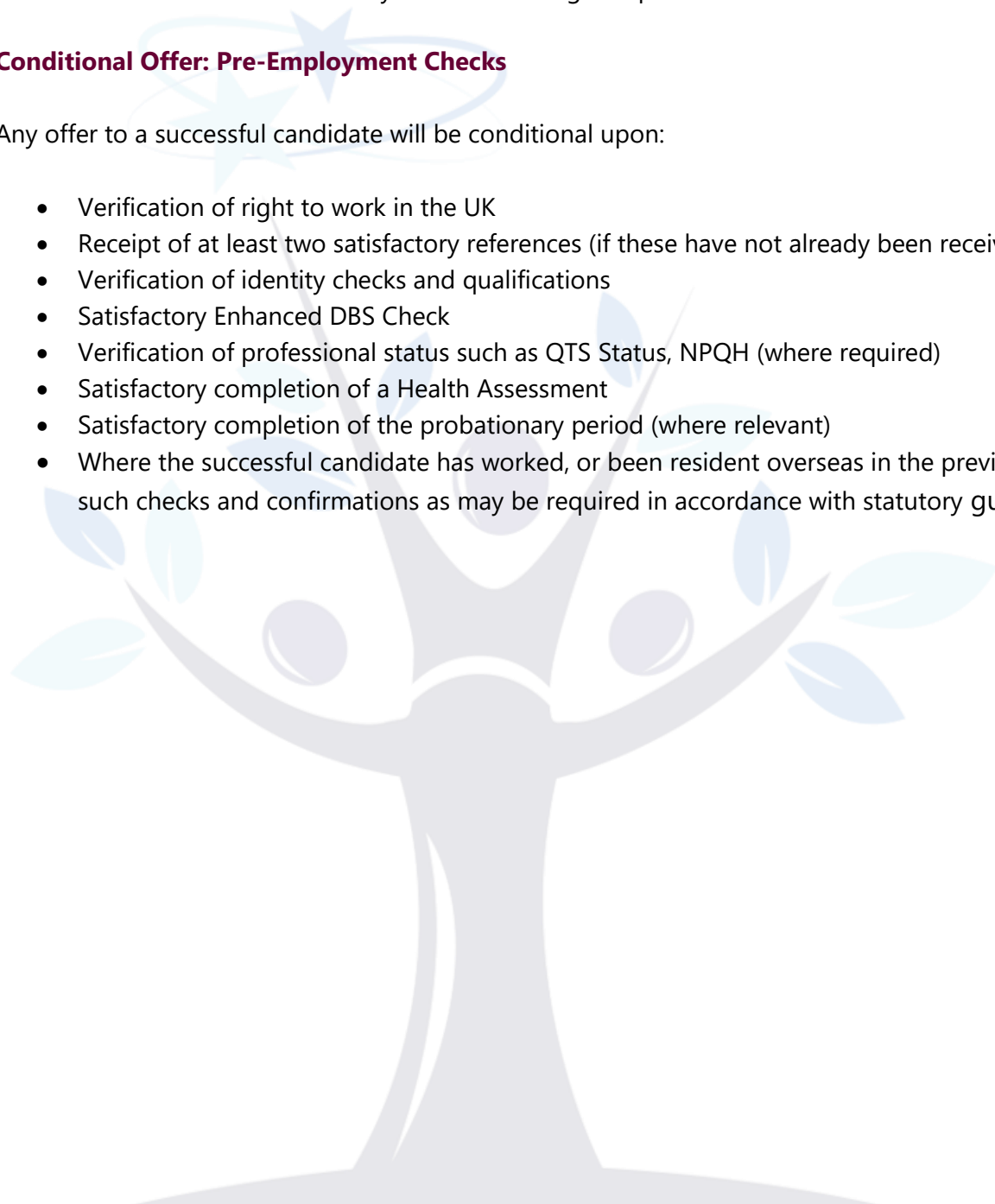
In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance



9. How can I Apply?

This is an exciting and very rewarding role and we look forward to receiving your application.

Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;

Name: Hannah Peace

Contact: hpeace@thedearnealc.org

The Application Process

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.



Astrea Academy Trust pays full regard to 'Keeping Children Safe in Education' guidance 2019. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check. Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy. The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.