



TOWNLEY GRAMMAR SCHOOL



'To strive, to seek, to find, and not to yield'

Geography Teacher Candidate Brochure



TOWNLEY GRAMMAR SCHOOL

Contents

Welcome from Odyssey Trust CEO	Page 3
Welcome from Townley Grammar School Head	Page 4
School Aims	Page 5
Job Specification	Page 6 - 9
Person Specification	Page 10
Application Process	Page 11





TOWNLEY GRAMMAR SCHOOL

Welcome from Odyssey Trust For education

Welcome to The Odyssey Trust for Education. This is an innovative and exciting development in education. We have brought together a high performing girls' grammar school with a local secondary modern school to collaborate, support and share. Between us we have over 3000 students and cater for a diverse community.

The Trust derives its name from the classical poem by Homer, referenced in the Tennyson poem "Ulysses" which describes the journey home of Odysseus after the Trojan War. He and his crew overcome many difficulties and challenges and the motto of the Trust is taken from the poem:

"one equal temper of heroic hearts"

Townley Grammar School has been successful in supporting social mobility for its students and aspires to extend this to a wider group of disadvantaged young people through providing rich learning experiences, extensive extra-curricular opportunities and aspirational goals for students of both schools.

Together we can successfully overcome the challenges that all schools face and our students' educational journeys can be the foundation for life long and life wide achievement. We are ambitious for our students and believe that ambition is best served by collaboration and mutual endeavour.

The Board of Trustees review each school's vision and establish a Trust Vision and future operating strategy. This review ensures that the strong foundation from each school is consolidated, and that going forward we create an operating platform which ensures that the Trust:

- Delivers the best possible outcomes for young people and the community we serve by raising aspirations
- Increases the opportunities for all, in particular the disadvantaged and most able
- Has strong and effective leadership and governance, and is financially resilient
- Benefits all staff, promoting high quality shared CPD, leading to outstanding teaching
- Is responsive to local, national and global changes

This is a bold new future for Townley Grammar School which has been so successful because of its desire to innovate and embrace change. This collaboration offers increased opportunities for the students of both schools and ensures we remain as one of the top performing schools in the country.

Desmond Deehan BA (Hons) MA Ed FRSA

CEO/Executive Headteacher



TOWNLEY

Welcome from the Head of Townley Grammar School

Welcome to Townley Grammar School, an academically selective and socially responsible girls' school with a co-educational Sixth Form.

Education should inspire students to value learning for its own sake: to take joy from the pursuit of ideas and the struggle to understand. Townley students learn in a stimulating environment where teachers understand how to challenge and where the range of extracurricular opportunities is vast and varied. The latest Ofsted judgement rates us as outstanding, we have been acknowledged with the London Excellence in Music Award and have been highly commended in the DfE Character Awards.

It is our responsibility to draw out our students' talents, to extend their potential and to develop their personal qualities. Our school values resonate in everything we do; our vision is of leading a learning community fostering academic, emotional and physical confidence. We aim to cultivate resilience, courage and compassion; to enhance communication skills; to embrace creativity; and to promote a progressive and outward-looking mentality so that our students are well prepared to make a real difference in their community.

Hard work and dedication are essential for success and so is the development of a work ethic. Success in education as in sport is the result of successive small failures followed by ever increasing challenges. Our students know that everything worth achieving is outside their comfort zone. This learning challenge is what we term Scholastic Endeavour; our students are encouraged to engage in academic study at all levels. It is, in short, the capacity to be inspired to become the very best you can be.

Townley students learn ambition from the original meaning of the word - the Greek root ambit which means "wingspan". Our girls are prepared to spread their wings, embracing opportunities and leading the world they enter. Outward-facing in all that we do, our focus on service, leadership and character education means that Townley students leave us fully prepared for the challenges of the 21st Century. In a world where there are no longer jobs for life and where change is faster than any of us could have imagined, we are preparing our students to navigate and shape the pathways they choose with confidence and creativity. We unashamedly put the wellbeing of our girls on an equal footing with their academic achievements and we are proud to develop intellectually curious, self-motivated and enthusiastic young women.

We run a comprehensive leadership programme for students, which sees them gain confidence, understand leadership styles and equips them to speak in public. Coupled with our focus on character education we facilitate an enviable curriculum offer. Townley promotes intellectual mobility through empowering students to think independently and apply the knowledge they gain within the classroom to the wider world. Our innovative curriculum embeds global perspectives, whilst exciting links with partner schools across the world facilitate opportunities for a wide array of international trips.

With such an education our girls have a duty to grow into young women who desire to improve the world for others; to be the change they wish to see. The girls learn to challenge and question as well as to listen to alternative views. It is why the lines from Tennyson's poem Ulysses resonate with us -

"To strive, to seek, to find, and not to yield."

Nevita Pandya BSc (Hons)

Head of School



TOWNLEY

GRAMMAR SCHOOL

School Aims

The school's aims are:

- To inspire and challenge our students through providing outstanding teaching, rich opportunities for learning, and encouragement and support for each individual.
- To create a school community that fosters academic, emotional and physical confidence and where students develop the courage to take risks and the wisdom to learn from their mistakes.
- To encourage in pupils a sense of dignity, integrity, responsibility and self esteem.
- To educate students to be mature, confident, articulate and caring individuals who grow into responsible citizens with a social conscience, able to lead others and act as change agents for a better society.
- To provide students with first class academic qualifications and help them to acquire the attitudes, knowledge and skills to succeed within the world in which they will live.
- To encourage all pupils to have an open mind, a desire to be challenged and a respect for learning, each other and our environment.
- To develop students who are reflective and resourceful with a passion for learning.
- To use the power of creativity and performance to support our students in their emotional development and creative potential.
- To provide an outstanding education based on excellent and imaginative lessons, combining academic rigour with modern technology and creative techniques.
- To balance good order and discipline with the motivational power of praise and celebration.

A Townley student aspires to the following qualities:

- The ability to inspire
- Compassion
- Confidence
- Courage
- Integrity
- Resilience
- Social conscience
- Spirit





TOWNLEY GRAMMAR SCHOOL

Job Description

Post Title:	Teacher of Geography
Salary:	Outer London Spine
Department:	Geography Department
Responsible to:	Head of Department
Main Purpose of the role	To carry out the following professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Core Duties and Responsibilities

Assessment and Target Setting

- Setting clear and challenging targets for each pupil that build on prior attainment.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications .
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs .
- Use an appropriate range of approaches to assessment, including the importance of formative assessment.
- Use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.



TOWNLEY GRAMMAR SCHOOL

Core Duties and Responsibilities Continued

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
- Take responsibility for their own professional development and engage with the Performance Management process.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.
- Establish effective working relationships and set a good example through presentation and personal and professional conduct.
- Evaluate their performance and be committed to improving their practice through appropriate professional development.

Planning

Identifying clear teaching objectives and specifying how they will be taught and assessed

Plan and teach challenging, well organised lessons and sequences of lessons that:

- are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
- use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
- take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.
- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.



TOWNLEY GRAMMAR SCHOOL

Core Duties and Responsibilities Continued

Teaching

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well-matched to learning objectives.
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- Identify SEN or very able pupils.

Learning

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.



TOWNLEY GRAMMAR SCHOOL

Core Duties and Responsibilities Continued

Teamwork and Communication

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Communicate effectively with learners and colleagues;
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.



TOWNLEY GRAMMAR SCHOOL

Person Specification

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • QTS (Secondary age range) • Degree level qualification 	<ul style="list-style-type: none"> • Further professional qualification • External examination experience 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • Proven track record of successful teaching across the ability range • Judged as a 'Good' teacher • Setting and achieving ambitious goals and challenging targets • Ability to teach up to GCSE and A Level in their specialist area 	<ul style="list-style-type: none"> • Participation in whole school initiatives • Judged as an 'Outstanding' teacher • Performance management • Experience of successfully running extra-curricular activities • Management of staff 	<ul style="list-style-type: none"> • Application form • Letter of application
Professional Development	<ul style="list-style-type: none"> • Evidence of relevant further professional development 	<ul style="list-style-type: none"> • Experience of involvement in professional development opportunities 	<ul style="list-style-type: none"> • Application form
Knowledge/ special aptitudes	<ul style="list-style-type: none"> • Ability to interpret and analyse performance data • Understanding and commitment to safeguarding procedures • Good use of ICT as a teaching and learning tool • High expectations of students and the ability to ensure that all students' needs are met • The ability to build positive relationships with colleagues, students and parents • Understanding of a broad range of current relevant educational issues/initiatives 	<ul style="list-style-type: none"> • Knowledge of successful intervention strategies • Extensive curriculum knowledge 	<ul style="list-style-type: none"> • Interview
Personal Qualities/skills and Characteristics	<ul style="list-style-type: none"> • Ability to prioritise, plan, organise self and others • Excellent communication, written and verbal 	<ul style="list-style-type: none"> • Willingness to contribute to whole school improvement • Ability to cope calmly under pressure 	<ul style="list-style-type: none"> • Letter of application • Interview



TOWNLEY GRAMMAR SCHOOL

Please return you completed form by email, post or by hand by the closing date to:

Emma Elliott, Head of School PA,

Townley Grammar School, Townley Road, Bexleyheath. Kent

DA6 7AB. Email: eelliott@townleygrammar.org.uk

If shortlisted for interview, candidates will be required to bring evidence of qualifications and 3 documents as proof of identity as follows: Passport, Driving Licence, utility bill with address on.

We reserve the right to research applicants on social media platforms and the internet, and the Trust Board may take this into consideration during the recruitment process.