The Blue Coat School

Job Description & Person Specification

Teacher of Geography for September 2020

Teacher – Generic Job Description

PURPOSE OF POST

1. To plan and teach a broad, balanced, relevant and differentiated curriculum within a designated subject area(s) such that all students are included, challenged and supported, and so that all can progress and achieve.
2. To monitor, review and support the overall progress and development of students as a teacher and as a pastoral tutor.
3. To seek to inspire in students, as teacher and tutor, a love of learning and to foster imagination, creativity, confidence, independence and respect for others.
4. To share and support the school's ethos of faith, vision and nurture and to commit to the highest standards of achievement and personal growth and development for students - mind, body and soul.

Reporting To

Head of Department and Director of Learning.

GENERIC RESPONSIBILITIES

Teaching and Learning

1. To maintain a thorough and up-to-date knowledge of the teaching of one's subject(s) and the wider curriculum developments which are relevant to the teacher's work.
2. To consistently and effectively plan lessons to meet pupils' individual learning needs, using a range of appropriate strategies for teaching and classroom management.
3. To consistently and effectively use information about the prior attainment of students to set well-grounded expectations for pupils, and monitor progress to give clear and constructive feedback.
4. To ensure that the learning environment is organised, attractive and stimulating.
5. To maintain high standards of behaviour, attendance and punctuality, in accordance with school policy and procedures.
6. To prepare and update subject materials.
7. To set and mark homework according to school policy.
8. To comply with Health and Safety policy and undertake risk assessments as appropriate.

Marking, assessment and reporting

1. To make and assess students' progress according to whole-school policies and as requested by external examination bodies.
2. To maintain appropriate records and provide relevant accurate and up-to-date information to support the overall monitoring of students' progress according to school policy.
3. To complete accurately reports on pupils' progress for parents according to school policy and the school calendar. To communicate with parents of students about their progress as appropriate and according to school policy.
4. To take part in liaison activities including Parents' Evenings, Open days/evenings, review days.

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Departmental

1. To assist in the development of curriculum, schemes of work, assessment policies and teaching and learning strategies in the department.
2. To support the department's effective organisation and management.
3. To contribute to the department's improvement planning.
4. To liaise professionally with other colleagues across the school, and external agencies as necessary.
5. To contribute to the department's enrichment of extra-curricular opportunities for students.

Pastoral

1. To be a form tutor to an assigned group of students.
2. To uphold the Christian ethos the school and ensure that all pupils experience a meaningful daily act of worship. Tutors should attend year, school and chaplaincy assemblies and sit with pupils as a community worshipping together. To contribute to Year assemblies. On the days when pupils are not involved in a school, Year or chaplaincy assembly, tutors should ensure that time is set aside with the tutor group for reflection and quiet prayer, following school worship policy.
3. To conduct a termly / annual review with each individual student according to school policy.
4. To monitor the progress against targets of students in the tutor groups.
5. To monitor homework by checking and signing homework diaries.
6. To monitor the event log, information slips and use of the merit system to maintain a profile of form members, and plan interventions as necessary if a student appears to be underachieving, referring any concerns to the Director of Learning as pastoral line manager
7. To help collate and act on any information passed on which concerns students within the tutor group.
8. To contribute to induction days as required.
9. To help prepare students for transition as required.
10. To prepare UCAS references and help students with personal statements (6th Form personal tutors).
11. To oversee the welfare and discipline of every form member and report any concerns which might need parental / external agency involvement to the Director of Learning. Any issues of Child Protection must be reported immediately to the Social Inclusion Officer and / or Deputy Headteacher responsible for student welfare. Tutors should never promise absolute confidentiality.
12. To register pupils accurately using the school systems, follow up punctuality and chase up absence notes in the first instance.
13. To uphold the school's rules on uniform, checking students' appearance daily and issuing sanctions if students are in default, according to school policy.
14. To develop a sense of community and active citizenship within the form group and year, and taking active responsibility with the students for the appearance of the form room.
15. To organise the election of form captains.
16. To ensure that time is created for students to discuss social, moral and environmental issues, that pupils are encouraged to support and take part in activities which involve them working with the wider community and with charitable activities, and that such activities are understood by the pupils to be active citizenship.
17. To ensure that home-school communications are efficient, and encourage good and positive relationships with parents, guardians and carers.
18. To attend Year meetings and contribute positively to the team.
19. To fulfil supervision duties in school in line with published duty rotas.
20. To contribute to the pastoral team's enrichment programme for students.

Personal and Professional

1. To participate professionally in the school's performance management systems.
2. To take responsibility for personal professional development.
3. To take part in professional development activities and inset organised by the school.

4. To make an active contribution to the policies and aspirations of the school.
5. To mentor ITT candidates/NQTs as part of whole-school policy.
6. To contribute to whole-school activities and enrichment for students.
7. To undertake any other duty as specified by STPCB not mentioned.
8. To actively promote and comply with safeguarding and child protection legislation in all areas of responsibility and in line with school protocols.
9. To support the school's Health, Safety and Welfare policy and be aware of the responsibility for personal Health, Safety and Welfare and that of others reporting any hazards.

Specific Responsibilities

1. Your timetable and details of students are to be found via the school's MIS (SIMS).
2. Your form register and pupil details are to be found via SIMS.
3. Duty rotas are published by the pastoral line-manager. Assembly rotas published by the School Chaplain.
4. Departmental priorities for this year to which you will be asked to contribute.
5. Pastoral priorities for this year to which you will be asked to contribute.

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

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

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In your application, please ***demonstrate*** how you meet these criteria.
Do not include a curriculum vitae.

Teacher of Geography (For September 2020)	How identified (A/I/LO/R)
Essential	
Educational Qualifications	
Good honours degree in a geography or a degree in which geography is a major component	A
PGCE in teaching Geography	A
Qualified to teach secondary	A
Experience	
Relevant experience of teaching geography in a secondary school (include ITE experience)	A
Professional Knowledge and Skills	
A good teacher who can establish good relationships with, motivate and inspire young people, and who shows the potential and commitment to become and outstanding teacher	A/I
Passionate commitment to Geography as an academic discipline, and the ability to enthuse and inspire young people to become passionate about Geography themselves.	A/I/R/LO
Sound understanding of the pedagogy of Geography – how to teach Geography so that young people develop in knowledge, understanding and skills across Key Stage 3 and 4.	A/I/LO
Understanding and experience of the demands of GCSE	A/I/R
Flexible and perceptive classroom practitioner who can engage students across the age and ability range and enable all to learn, enjoy and make progress	I/R
Excellent ICT skills to support learning, teaching, assessment and organisation	A/I/R
Educational philosophy of the whole child and a commitment to pastoral responsibility as a form tutor	A/I/R
Able to support actively the Christian ethos of the school	A/I/R
Good interpersonal skills, the ability to empathise with young people and build positive relationships with students and colleagues	A/I/R
A team player with a can-do approach, who is prepared to take the lead in improving aspects of the department's provision	A/I/R/LO
Willingness to contribute to enrichment and extension activities	A/I/R
Professional reliability re attendance, punctuality and deadlines	A/I/R
A commitment to personal, professional development and becoming the best you can be	A/I/R/LO
Energy	A/I/R/LO
Perseverance	A/I/R/LO

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DESIRABLE	How identified (A/L/I/LO/R)
Evidenced ability to plan and structure aspects of the Geography curriculum	A/I/R
Knowledge of the A-Level and how the Geography curriculum and assessment are changing, and an enthusiastic commitment to teach A-Level	A/I/R
Knowledge/experience of the A-Level curriculum and pedagogy	A/I/R
A = Application I= Interview LO = Lesson Observation R = Reference	

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview