

## **JOB DESCRIPTION**

### **TEACHER OF GEOGRAPHY**

- Reporting to: Head of Geography
- Location: Aston Manor Academy
- Grade/salary: Pay Bands 1-3 (£25,714 - £41,604)  
Salary scale as at: 01/09/2020
- Pay progression: *Incremental progression within the grade will be subject to professional criteria-based performance assessment*

#### **Job Purpose**

- To be an excellent classroom practitioner and be able to motivate and inspire students and support the high achievements of the department.
- To teach Geography at KS3 and KS4. The post holder will be an excellent classroom practitioner, who has enthusiasm for their subject and is able to motivate and inspire students.
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#### **Key Responsibilities**

##### **Leadership of Teaching and Learning**

- To be responsible for setting challenging yet realistic targets for all pupils that you teach.
- Ensure that you apply the Academy's "Positive Discipline for Learning" Policy at all times both inside and outside the classroom, so that behaviour management is systematic and consistently applied.
- Take responsibility for the behaviour of students in your lessons and seek support with any pupils causing concern.
- Utilise rewards to promote positive attitudes and apply sanctions as and when necessary.
- Ensure that the literacy and numeracy strands are embedded into your lessons, whenever possible.
- Make effective use of ICT to support learning and promote independent learning within your subject.
- Demonstrate excellent Subject knowledge, keeping abreast of changes within your subject area.
- Comply with Health and Safety procedures at all times and ensure risk assessments are documented as and when required.
- Take responsibility for all resources within your classroom and ensure any books / equipment given to pupils are returned in a reasonable state.
- Refer any concerns regarding a pupil to the Deputy Headteacher in line with our Child Protection Policy.
- Ensure that classroom activities are well-judged and often imaginative.

##### **Management**

- Ensure all lessons are fully prepared, that learning outcomes are made clear to students and are measured.
- Attend departmental / task group meetings.
- Ensure that Teaching Assistants /Mentors are fully involved in your lessons and briefed beforehand as to what is expected of them.
- Contribute fully to the Departmental Improvement Plan and Departmental SEF.

- Ensure that all work is differentiated so that there are supportive mechanisms in place for SEN pupils, extension activities for more able pupils and each child is treated as an individual.
- Intervene where necessary, using sharply focused strategies to meet individual needs.

### **Monitoring and Evaluation**

- Ensure that pupils' work is marked frequently and accurately with high quality feedback to ensure that students know how to improve their work.
- Set appropriate and regular homework which contributes very well to learning in compliance with the timetable distributed at the start of the year.
- Assess against targets on a regular basis and identify areas for development.
- Identify individual training/development requirements through the Performance Management process.
- Use Parent's Evenings to ensure pupils / parents know what level they are working at and what they need to do to improve.
- Complete interim and full reports using e-portal.
- Check understanding systematically and effectively throughout lessons, anticipating interventions.

### **Form Tutor Responsibilities**

- To ensure the welfare of all students within your form group.
- To liaise with your Head of Year regarding any students who may give rise to concern.
- Using the data provided to ensure that pupils are rewarded if they are on target and those that aren't are supported so that they will be in future.
- Use the rewards system to promote positive attitudes to school / learning.
- Promote good attendance and punctuality and make use of the systems in place to support this.
- Liaise with parents of pupils in your form over any matters of concern having discussed with HOY first.
- Develop the use of Form Tutor time in line with Learning 2 Learn.
- To deliver the PSHE / Citizenship programme to KS3 pupils if the timetable permits this.
- Contribute to the development of the PSHE programme of the year group your form is in.
- Carry out before school and break duties in line with the annual rota
- To share good practice with colleagues and learn from them via peer observations.
- Attend all pastoral meetings / Form Tutor briefings.

*Equitas Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will be subject to all pre-employment checks necessary to meet safer recruitment requirements, including a satisfactory enhanced DBS check, right to work check and references.*

## PERSON SPECIFICATION TEACHER OF GEOGRAPHY

### Method of Assessment (MOA)

<b>AF</b> Application form	-	<b>C</b> Certification	-	<b>I - Interview</b>	-	<b>T – Test or Exercise</b>	-	<b>P</b> Presentation
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Criteria	Essential/Desirable (E/D)	MOA
<b>Qualifications/Education</b> NB: Full regard must be given to overseas qualifications	PGCE in geography education at secondary level (E).	AF/C
	Degree (E).	AF/C
	Post - degree teacher training qualification with QTS. PCET will be considered if QTLS is achieved or to be achieved(E).	AF/C
<b>Experience</b> Relevant work and other experience	Knowledge and experience of providing positive and targeted support to students with special educational needs. (E)	AF/I
	Knowledge, experience and understanding of the geography curriculum at KS3 and KS4. (E)	AF/I
	Experience of using a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students. (E).	AF/I/T
	Experience and evidence of good / outstanding teaching. (E)	AF/I
	Experience of promoting good, behaviour, attendance and punctuality and make use of the systems in place to support this (E).	AF/I
<b>Skills &amp; Ability</b>	Ability to effectively manage students' behaviour both in the classroom and around school. (E)	AF/I/T
	Ability to engage students through dynamic teaching and active learning techniques. (E)	AF/I/T
	Ability to meet deadlines. (E)	AF/I
	An ability to lead and inspire pupils of all ages and abilities (E).	AF/I

	Determination to encourage the highest quality of learning experience for all students.(E)	AF/I
	Ability to establish good and productive working relationships, and work well in a team. (E)	AF/I
	Strong communication and interpersonal skills (E).	AF/I/T
	Strong teambuilding capability (with staff and students) and a participative and open approach to work and management (E).	AF/I
<b>Behaviours</b>	Have the highest of expectations for yourself and your students (E).	AF/I/T
	Flexible and adaptable with a can do attitude (E).	AF/I
	Good judgement in knowing when to highlight/ escalate issues (E)	AF/I
	A willingness to personally embrace and celebrate the ethos and values of the Trust (E).	AF
	To proactively take the time to develop yourself and (where applicable) others through training, coaching, mentoring etc. (E).	AF

*All staff are expected to understand and be committed to equal opportunities in employment and service delivery in line with the equality act.*

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_