

Glossopdale School

JOB DESCRIPTION & PERSON SPECIFICATION FOR TEACHER OF GEOGRAPHY

FULL-TIME PERMANENT

Key dates for applicants

Closing date for applications: 17th April @ 9:00am

Interview date w/c 27th April 2023

INFORMATION FOR APPLICANTS DOCUMENT CAN
BE FOUND ON OUR WEBSITE



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Glossopdale School

Newshaw Lane • Hadfield, Glossop • SK13 2DA

<https://www.glossopdale.school>



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Thank you for your interest in joining Glossopdale School. Our School is a warm and caring community for all of our 1,200 students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are seeking to appoint an inspiring and innovative qualified Teacher of Geography. The appointed person will be joining an experienced and highly skilled team.

The Humanities team is a large, successful faculty consisting of subject specialists teaching Humanities from KS3 to KS5. The faculty is well resourced, friendly, committed and strives constantly to develop and improve methods for enhancing student learning, enjoyment and achievement.

Students have 2 lessons a week of Geography in Years 7 -9 and 3 lessons a week in Years 10 - 11. We have some of the best facilities in the area having fully re-built our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

Just like our students, we welcome people to join our school from a diverse range of backgrounds. We welcome interest from enthusiastic, dedicated and hardworking individuals who wish to share in our students' success.

I am extremely proud to be the Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

Full details can be found on our website <https://www.glossopdale.derbyshire.sch.uk/>

If you intend to apply, please send a completed application form including a letter of application, which should be no more than two sides of A4 paper, to vacancies@glossopdale.school by 9am on Monday 17th April 2023.

Glossopdale School is committed to safeguarding and protecting the welfare of children. The successful candidate will be subject to an enhanced DBS Disclosure.

Debbie McGloin
Headteacher



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JOB DESCRIPTION & PERSON SPECIFICATION

POST: Teacher of Geography

SCALE: MPS

EFFECTIVE FROM: September 2022

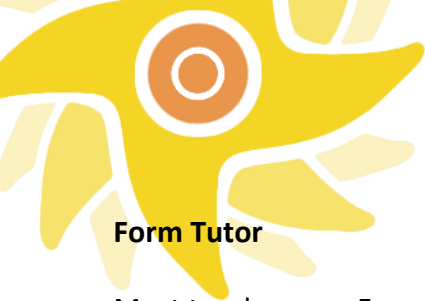
RESPONSIBLE TO: Leader of Faculty

Job Purpose

To deliver a rich and engaging range of lessons in Geography across all age ranges. To work collaboratively with colleagues within the Humanities Faculty. To uphold the schools vision and values on a daily basis. To safeguard and promote the welfare of children.

Main Responsibilities

- The delivery of high quality teaching and learning through appropriately planned lessons
- Adherence to the school and faculty marking and feedback policies to provide constructive feedback which sets clear targets enabling students to make at least expected progress
- Use of teaching methods which keep students engaged, challenged and improves long term learning
- Use of effective questioning and response: clear presentation and good use of resources
- Regular setting and marking of homework following the school / faculty policy
- High expectations of student behaviour establishing and maintaining a good standard of classroom management and building positive relationships
- Assessment and recording of student progress as required by the National Curriculum, GCSE, A level, BTEC, school and faculty systems
- Completion of progress reports for classes taught
- Analysis of school data, including prior attainment, to inform planning, ensure high expectations and meet students' needs
- To follow the schemes of work as required by the faculty leader
- Working collaboratively with colleagues within the faculty to produce lesson plans, schemes of learning and resources
- Development of students' key skills in reading, writing, communication and mathematics arising out of the lessons
- Maintaining the classroom as an organised and effective learning environment including the display of students' work and other material to stimulate student interest
- Responsibility for the condition of learning materials, equipment, furniture and fittings in the classroom
- Attendance at faculty meetings and to play an active role in the work of the faculty
- Attendance at training and CPD according to the school calendar and agreed directed time
- Attendance at whole school briefings included in directed time
- Liaison with appropriate staff in order to support students' progress and behaviour eg. Teaching Assistants, SENDCo, Year Manager, technicians
- Familiarisation with material to support students with specific needs, for example, one page profiles or Education, Health and Care plans
- Other tasks as negotiated / delegated by the faculty leader



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Form Tutor

Most teachers are Form Tutors and members of a Year Team. This will involve:

- Taking responsibility for a tutor group, including the support for learning and welfare of each individual in the group
- Registering students and applying strategies to ensure good behaviour, attendance and punctuality
- Monitoring students' uniform and equipment on a daily basis
- Participating in assemblies and ensuring form time is used constructively to support learning
- Delivering the Personal Development curriculum assigned to tutor time, including the development of literacy and numeracy
- Guiding and counselling members of the tutor group
- Communicating with parents where necessary
- Undertaking other pastoral duties
- Attending year group briefings as included in directed time
- Monitoring student attendance and following school attendance processes such as recording in planners and completing IAAPs

Appraisal & Continuous Professional Development

All teaching staff should:

- Ensure adherence to the Teacher Standards
- Participate in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Keep up to date with recent education developments and research
- Attend and engage with all whole school INSET within directed time
- Participate in the school system of coaching
- Work towards meeting of Threshold Standards or UPS standards, where relevant
- Work collaboratively with colleagues across TTLP
- Undertake any reasonable direction from the Headteacher.

School Ethos:

All Glossopdale staff should:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same
- Actively support the school's policies and expectations
- Adhere to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors
- Comply with the school's Health and Safety Policy
- Check emails on a daily basis to keep up to date with issues communicated within the school
- Be familiar with and adhere to the school's email policy
- Take part in break duty rotas
- Have regard for and promote the School's Equality Policy
- Attendance at parents' evenings, including prospective parents' evening
- Be familiar with and have regard for the school's staff dress code



PERSON SPECIFICATION

Selection Criteria	Essential/ Desirable	Assessment
QUALIFICATIONS AND TRAINING		
• Has QTS (if Trainee, teacher evidence of potential to achieve)	E	AR
• Has a degree in the relevant to the subject	E	AR
• Has PGCE or GTTP	E	A
• Has demonstrated further professional development through qualifications or training	E	A
• Has level 2 qualifications in English and Mathematics	E	A
EXPERIENCE		
• Experience of working in a secondary school	D	AI
• Experience of teaching Key Stage 3 and Key Stage 4	E	AIR
• Experience of teaching Key Stage 5 is desirable but not essential	D	AIR
• Experience of teaching Geography	E	AI
• Experience of teaching a range of abilities	E	AIR
Skills, Knowledge and Understanding		
• Excellent subject knowledge	E	AIR
• Experience of curriculum planning within subject area	D	AIR
• The ability to communicate effectively orally and in writing to a range of audiences	E	AI
• The ability of build effective relationships with students, parents and colleagues	E	AIR
• The ability to maintain a physical environment that promotes learning	E	AIR
• A good knowledge and an awareness of developments in the National Curriculum and other statutory requirements at KS3, KS4 and KS5	E	AI
• A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning	E	AIR
• Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records	E	IR
• An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom (responsive teaching)	E	I
• Understands and can demonstrate high standards of promoting literacy and the correct use of standard English within the relevant subject	E	AI
• An understanding of pedagogical approaches and the impact on progress and achievement	E	AI
• An awareness and understanding of the Ofsted Education Inspection Framework 2019	E	AI
• Understands how to use data to plan effective lessons	E	AI
• A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements	E	AI
• Can demonstrate consistently excellent classroom management that ensures students are involved and motivated	E	AIR
• A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this	E	AIR
• An understanding of the importance of emotional intelligence in managing oneself and others	E	AIR
• Sets high expectations which inspires, motivates and challenges students	E	AIR
• High quality oral and written skills	E	I



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Personal Skills		
• Ability to maintain professional integrity even when under pressure	E	R
• Excellent attendance and punctuality	E	IR
• Good interpersonal skills and an ability to communicate effectively with a range of audiences	E	IR
• Genuine commitment to and liking for young people, and high expectations for their progress and welfare		
• Ability to work as an integral part of a team	E	IR
• Good listener and can draw on advice from colleagues to improve practice	E	R
• Resilience and conscientiousness		
• Ability and desire to work in a high challenge and low threat way	E	R
• Ability to form and maintain positive relationships with students whilst maintaining professional boundaries	E	IR
• Willingness to be involved in extra-curricular activities	D	I
• Drive and enthusiasm	E	IR
• Makes a positive contribution to the wider life and ethos of the school	E	AR
• Good role model to the students in all aspects of your professional role	E	AR
• Reliable and trustworthy	E	R
• A commitment to participate in partnership with colleagues within the school and across other linked schools	E	AR
• The ability to organise work, prioritise tasks, make decisions and manage time effectively	E	AR
SPECIAL REQUIREMENTS		
• A commitment to on-going personal development and willingness to undertake appropriate training	E	AIR
• Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	E	AIR
• Satisfactory Enhanced Disclosures with the Disclosure and Barring Service	E	AIR

Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note that this document should be read in conjunction with the Conditions of Employment of School Teachers as outlined in the current DfE School Teacher's Pay and Conditions Document.

I confirm that I have read this job description and person specification.

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

Date of Issue: March 2022

Signed: Headteacher:

Signed: Post holder: