

Ambition • Bravery • Respect



Northern Ambition Academies Trust

Teacher of Geography

Job Description & Person Specification



Northern Ambition
Academies Trust

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northernambition.org.uk

Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



Bravery

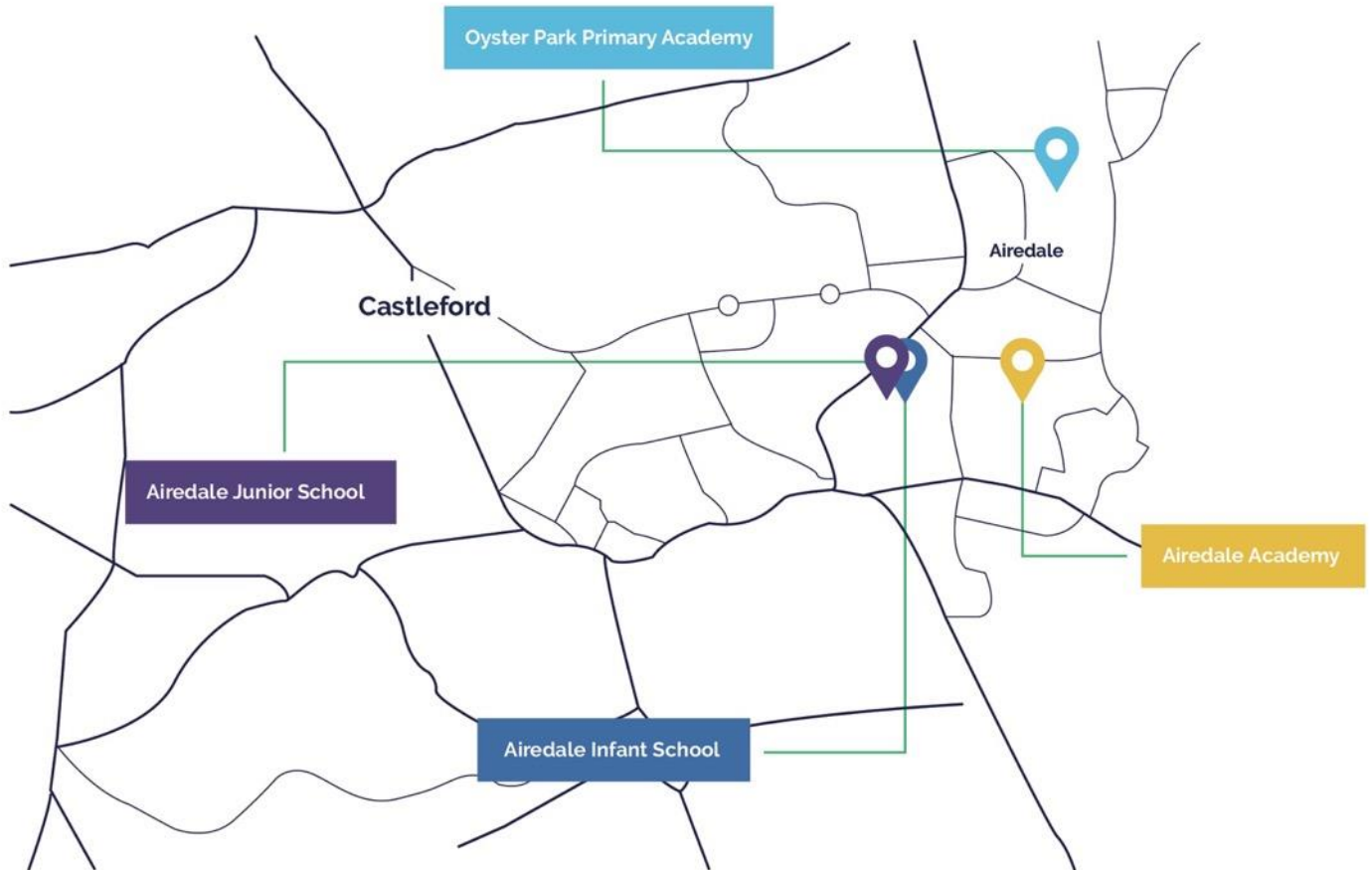
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

Our Academies



Who's Who?

Executive Team

CEO

Liz Fairhurst

Chief Financial & Operations Officer

David Walton

Headteachers

Kirsten McKechnie - Primary Executive Headteacher
Airedale Infant & Airedale Junior Schools

Jodie Chapman-Kemp - Headteacher
Oyster Park Primary Academy

Daniel Neal - Interim Principal
Airedale Academy

School Improvement Team

Katie Robinson (Primary)
Paul Greenough (Secondary)

Head of Human Resources

Nikky York

Members

Mike Dixon
Richard Sloan
Andy Clark

Board of Trustees

Chair

Rob Hall

Vice Chair

Stephen Groves

Alison Latham
Simon Fox
Kevin Guy
Nina Wrightson
Bruce McDowell

Governance Professional

Karen Wood-Stones

Teacher of Geography

Purpose Of The Post

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Promote the achievement of high standards through effective teaching and learning, preparation, evaluation and action planning.
- To contribute to raising standards of student attainment.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth; understanding how the progress and rate of development and well-being of students are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- To act within the statutory frameworks, which set out the professional duties and responsibilities in line with STPC and Teacher's Standards
- To take responsibility for promoting and safeguarding the welfare of children and young people within the school

Responsible For

The provision of a full learning experience and support for students.

Liaising with

Principal, senior leaders, Head & Second of Dept, teaching/support staff, local authority representatives, external agencies and parents

Requirements of the Post

The ability to attend meetings as required by the Principal/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

- Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS

Main (Core) Duties

Operational/strategic planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and Department.
- To contribute to the curriculum area and Department's development plan and its implementation.
- To plan and prepare courses and lessons.
- Take into account and review prior attainment when planning and teaching lessons.
- To contribute to planning activities across the Academy.
- Being accountable and responsible for effective classroom management and student progression
- To set homework in line with school policy.

Curriculum provision

- To assist the Head of Department and senior leaders in ensuring that the curriculum area provides a range of teaching that complements the Academy's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change to ensure its continued relevance to the needs of students, examining and awarding bodies, and the Academy's Mission and Strategic Objectives.

Professional Development

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management process.

Working with other staff

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.
- To work in conjunction with the line manager and Principal to ensure best possible potential outcome for each individual student.

Quality Assurance

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/Department in line with agreed procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review, from time to time, methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To keep appropriate records of student's progress and attainment for use in planning and reporting accordingly to parents. To use this information to inform teaching and learning.

Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To follow agreed policies for communications.
- Provide students with regular, sharp, diagnostic marking and feedback.

Liaison

- To take part in activities such as open evenings, parents evenings, review days and liaison events with partner schools.
- To contribute to the development of effective links with external agencies.


Management of Resources

- To contribute to the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure effective usage of resources to the benefit of the Academy, Department and the students.
- To comply with the financial, health & safety, and HR processes and procedures of the Academy.

Pastoral Responsibilities

- To be a form tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the form tutor group as a whole.
- To liaise with the relevant Year Leader to ensure the implementation of the Academy's pastoral and progress tracking system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in Academy life.
- To be part of a duty team during allotted break/lunch times/detentions.
- To evaluate and monitor the progress of students and keep up to date student records as may be required.
- Maintain teacher planner/SIF file to ensure it is up to date.
- To contribute to the preparation of Action Plans, progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate with parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PHSE, citizenship and enterprise according to Academy policy.
- To apply the behaviour management systems so that effective learning can take place.

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and treat all users of the school with courtesy and consideration.
 - Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
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Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.
- To contribute to the extra-curricular programme of the Department.

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

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.



Person Specification

Teacher of Geography

Essential Criteria

Qualifications

- Educated to Degree Standard
- Qualified Teacher Status

Experience

- Successful experience of teaching in a Secondary school
- Experience of teaching the National Curriculum in your subject to Key Stage 3, & 4.
- Experienced classroom Practitioner

Skills, Attributes & Personal Qualities

- Set high expectations.
- Rigorous behavior and classroom management skills.
- Ability to ask for support and advice where necessary and act to improve own performance and that of others.
- Team-working skills, reliability and integrity.
- A high level of personal organization.
- Excellent interpersonal skills with students, colleagues, parents/carers and outside agencies.
- Able to give good quality and effective feedback to students.
- Able to develop positive and meaningful relationships with students.
- Resilient and able to work under pressure and meet deadlines.
- A sense of humour.

Personal Knowledge/Understanding

- Familiarity with current educational initiatives and developments.
- An understanding of the strategies required to promote learning across the ability range.
- An understanding of the processes and techniques required to assess, record and report students' learning effectively.
- Knowledge of current issues facing subject faculties.
- An ability to work as a member of a team to promote coherent and agreed policies and practices.
- Understanding of how to use data to inform planning and improve students' performance.
- An understanding of a range of assessment for learning approaches, including grades where appropriate.
- Ability to make appropriate use of ICT for learning.
- To be able to develop intervention strategies that bring about rapid improvement.

Person Specification

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Desirable Criteria

Qualifications

- Evidence of further professional development

Experience

- An awareness of whole school issues/initiatives and involvement in these

Personal Knowledge/Understanding

- Able to develop best practice through a wide range of imaginative approaches

Skills, Attributes & Personal Qualities

- Strategic planning and coaching skills
- Participation/development of extra-curricular activities.

Recruitment Process

1

Advert posted with job description and person specification.

2

Candidates invited to look around if desired.

3

Shortlisting process.

4

Candidates invited to interview, and references requested.

Interview days may include a task or teaching example depending on the role.

5

Offer made to successful candidate(s).

6

Pre-employment checks completed.

7

Start date and induction period.



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