

## The appointment of Teacher in Charge (i/c) Geography





*Anchored in Christ*

Thank you for requesting information regarding the post of Teacher in Charge of **Geography** at Chelsea Academy. We hope that the enclosed application pack, along with the Academy's website, gives you all of the information that you need to help you apply for a post here. Chelsea Academy is a great place to work and visitors often comment on the excellent behaviour of our students, the friendliness of our staff and the fantastic Academy building. Our aim is simple; to provide the best quality education for all the students that attend the Academy, to produce happy and employable young people and to remain one of the best schools in London. If you would like to join us on this journey, then we would love to hear from you.

### **Academy Overview**

Our most recent Ofsted inspection in September 2023, saw us being judged strongly good in all areas. We have also been recently awarded a glowing J1 for our SIAMS inspection. Both inspections evidence our excellent quality of education and commitment to ensure all students flourish both academically and pastorally. Recent outcomes at GCSE and A Level demonstrate strong progress for all students with the Academy's results regularly placing us in the top 20% of schools for student progress. However, we are much more than a successful, academically focused school. We believe in educating the whole child and our Christian values of joy, perseverance, servant leadership, charity and forgiveness underpin everything we stand for. It is important that all of our staff, whether they are teachers or not, work closely with our young people and ensure that they are successful in all that they do. We are looking for staff who will always go the extra mile for our young people and believe that education happens both in and out of the classroom.

Chelsea Academy has a strong community of collaboration and support for all our staff. We are a friendly and thriving environment to work and grow both personally and professionally. Our staff are friendly and supportive. We want all of our teachers to be excellent practitioners, passionate and inspired by their subject, and so offer unrivalled professional development and support. This includes an early closure for students every Wednesday to allow for meetings and CPD (including opportunities to visit other schools) and a thriving in-house approach to coaching and supporting staff at the Academy. Through the Chelsea Academy Way for Learning and a focus on our four Chelsea Absolutes, we have a simple, flexible and consistent way of developing outstanding teaching. Most of our senior and middle leaders started as teachers with us and have developed into highly talented practitioners. Your professional development is important to us. We offer internal and external training including a broad range of opportunities through the NPQ programme through NPQML & NPQSL. -. Academy staff have access to a wide range of benefits. These include a late start or early finish one day a week for teaching staff, the Cycle to Work Scheme, a private healthcare package, 24 hour GP service, physiotherapy and a confidential well-being support line as well as a chromebook laptop and free lunch.

We are a diverse inner city science specialist academy based just off the King's Road in Chelsea and are co-sponsored by both the London Diocesan Board for Schools and the Royal Borough of Kensington and Chelsea. Chelsea Academy combines traditional educational values and high academic and behaviour standards with an innovative approach to learning and teaching. The Academy's historic specialism is the sciences, and as such we have strong links with local organisations such as Imperial College, The Science Museum and Chelsea Physic Garden. As a Church of England sponsored academy we welcome staff, students and parents/carers from all faiths but expect all employees to have regard for our Christian values that are demonstrated through the taught and non-taught curriculum

The Academy is seeking to appoint a passionate and highly motivated **Teacher in charge of Geography** to join Chelsea Academy. Geography is a popular and successful subject at both GCSE and A level and in the last three years there has been excellent and substantial curriculum development that has ensured rich and well planned learning across all key stages. Despite our inner-city location we aim to ensure that students

have access to a range of fieldwork opportunities. These include the South coast and Stratford, East London. This is an excellent opportunity for an experienced individual wanting to take the next step in their career. The successful candidate will be expertly supported by the Head of Humanities, with the clear intent of developing into the substantive Curriculum Leader for Geography in the near future.

If you are passionate about teaching Geography, eager to take on more responsibility and feel ready for this unique opportunity we would very much like to hear from you.

In particular, candidates should:

- Be an established teacher looking to take the next step in their career
- Be passionate about Geography with the knowledge and skills to enthuse our highly ambitious students
- Ideally have experience of teaching A-level Geography
- Possess the ability to plan and develop an ambitious and coherently sequenced curriculum that allows for innovative learning and teaching, regular assessment of student progress and enrichment opportunities outside of lessons
- Be willing to contribute to the development of the Academy's Christian ethos
- Have the passion and ability to inspire and motivate others
- Show enthusiasm & energy for developing innovative approaches to learning, teaching and student participation
- Be committed to their own professional development and learning

We offer:

- Exceptional professional development and career progression
- A relentless focus on staff wellbeing including a late start or early finish one day a week for teaching staff
- Positive working relationships at all levels An ambitious, dynamic and supportive Leadership Team
- Opportunity to gain experience through our partnerships with local schools and networks including Voice 21
- Private Medical Care Support Packages
- Rigorous focus on staff wellbeing
- Cycle Scheme
- Access to School Advisory Services for wellbeing
- Daily Staff lunch
- Travel card loan scheme
- Use of Academy gym facilities

Please use "Quick Apply" from TES to submit your application for this post; we do not accept CVs. The deadline for applications is midday **on Friday 10th October** . **Interviews will be held throughout the duration of the advert, therefore we encourage early applications.** It will assist the shortlisting process if applicants can address directly the criteria in the person specification in their supporting statements.

**Chelsea Academy reserves the right to close the advert early if a suitable candidate is found.**

If you have any further questions about this post then please feel free to contact Mariella Ardron, Principal or Anisha Edoo-Yatally, HR Manager.

### **Equal Opportunities and Safer Recruitment**

Chelsea Academy is an inclusive employer. We welcome applications from suitable candidates no matter their gender, race, religion, sexual orientation, or disability, however, we do expect all our staff to note and follow our Christian ethos which is outlined on our website. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be able to satisfy successful references, an enhanced police / Security Disclosure and Barring Service (DBS) check and right to work in the UK prior to starting employment with the Academy.

As part of our recruitment process we will also carry out an online search for information that is publicly available online. This will include social media accounts you may hold. This will only be carried out on shortlisted candidates and before the interview. This processing of data will be conducted under the legal basis of Article 6(e) public task in line with the guidance laid out in paragraph 225 of Keeping Children Safe in Education (KCSIE) 2025. Any data collected during this search will be retained in line with our retention schedule which is available on request.

If you want to work in a happy, purposeful inner city academy with a strong Christian ethos and commitment to helping every student go on to university or meaningful employment, then we would welcome your application.

Yours faithfully

**Mariella Ardron**  
**Principal**



### **The Geography Department at Chelsea Academy**

This is an ideal opportunity for an experienced teacher looking for a new challenge with the potential to develop into the department's Curriculum Leader.

The Geography department at Chelsea Academy is dynamic, progressive and has Learning and Teaching at the heart of everything it does. We are exceptionally proud of our KS4 and KS5 curriculum including the broad range of extra curricular opportunities we offer our students. We encourage students to make the most of the fantastic opportunities on our doorstep through our links with local businesses such as Chelsea Waterfront and the Chelsea Physic Garden. We are seeking a candidate that will actively work alongside others within the department to continue to improve results and to develop our KS3 curriculum.

We teach in mixed attainment classes across Year 7- Year 13, and expect consistency in the level of outstanding teaching; we expect every child to aim high' regardless of what class they are in. At Key Stage 4 we teach AQA GCSE and at KS5 we teach the Edexcel A Level specification. Geography is a very popular option at GCSE and A Level and the range of classes and topics available to teach offers superb CPD opportunities for staff wishing to expand their teaching experience.

The successful candidate will demonstrate a mix of creative, innovative, and engaging teaching practices, combined with positive learning outcomes for their students, ensuring great progress for all. They will also show the willingness to teach across all key stages. The successful individual will join a supportive team of staff at Chelsea Academy and will benefit from excellent support and career development and progression opportunities.

If you feel you have the ambition, skills, and commitment to contribute to our vision in *learning together to flourish* and ensuring excellent outcomes for all students, then we would be thrilled to hear from you.

**Tom Browning**  
**Acting Head of Humanities**

## Teacher in Charge of Geography Job Description

<b>Reporting to</b>	Leadership Team (Assistant Principal/Vice Principal)
<b>Responsible for</b>	Members of staff in your Department
<b>Job Purpose</b>	<ul style="list-style-type: none"> <li>To provide outstanding leadership and management of a subject area so that all students make exceptional progress and foster a love of learning.</li> <li>Lead a team of staff to deliver outstanding learning.</li> <li>Create a professional and outcome focused team of staff.</li> <li>Develop teaching and learning across the subject area.</li> <li>Revise and update schemes of learning on a regular basis.</li> </ul>
<b>Salary Range</b>	Leadership Pay Scale

### Main Areas of responsibility

- To help secure the success and ongoing development of the Academy, ensuring high standards of learning and achievement for all students within a Curriculum area.
- To have overall responsibility for the leadership and management of the curriculum area.
- To help recruit and then line manage exceptional subject teachers within a curriculum area.
- To support the work of the governing body, including attendance at occasional governing body meetings as and when required.
- To help establish and maintain productive relationships with parents and carers and others who support the Academy in various capacities.
- To communicate effectively with teachers and support staff to ensure appropriate information is shared and understood.
- Together with the Leadership Team, promote the Academy's values and distinctive Christian ethos within a diverse and inclusive, multi-faith community.
- To work with professionalism, flexibility, resourcefulness and initiative, undertaking any duties necessary at the reasonable request of the Principal.

### Key Responsibilities will include the following

- To develop a curriculum intent in line with the Academy strategic plan and to ensure students are inspired and enthused by the curriculum.
- To keep abreast of national developments in specifications, examination requirements and teaching processes within the subject.
- Regularly review specifications taught, initiating and leading change as required, thereby ensuring that students within the curriculum area are given parity of opportunity.
- To design, implement and evaluate schemes of learning for a three year Key Stage 3 which is even more ambitious than the National Curriculum.
- To collaborate with colleagues in developing innovative and engaging schemes of learning, lesson plans and related learning resources that accelerate student progress.
- To ensure lessons are well planned and follow schemes of learning with regular and consistent formative assessments providing students with high quality feedback that enables all students to flourish.

- To encourage a culture of shared practice across the curriculum area where resources are shared, practises are discussed and learning visits take place on a regular basis as per the Quality Assurance Cycle.
- To ensure high standards of teaching and learning across the curriculum area and to develop those colleagues that require development in their teaching.
- To implement an effective assessment system within the curriculum area and ensure that moderation and standardisation takes place according to the Academy policies on Feedback and Assessment.assessment policy.
- To have a continued and relentless focus on academic attainment and progress for all students within the curriculum area and intervene effectively when expected progress is not achieved. Follow the Chelsea Academy Way For Learning and Behaviour and lead the area in following all aspects of Academy policy.
- To contribute to the coordination and implementation of the Academy's enrichment curriculum.To help develop systems that facilitate effective and inclusive support, mentoring and guidance for Academy students.
- To lead curriculum team meetings, coordinate curriculum-specific staff training and professional development within the curriculum area, working with both specialist and non-specialist teachers.
- To work with the Digital System Lead in leading and developing the use of new technologies within the curriculum area.
- To contribute to the Academy Development Plan and self-evaluation processes as required.
- To follow the quality assurance process across the academic year and provide data for this in the timelines given by the leadership team.
- To network with Curriculum Leaders at Chelsea Academy and in other schools to further build on curriculum resources and student interventions.
- To undertake on call and other whole school duties if required.

## **CURRICULUM RESPONSIBILITIES**

### **Leadership**

- To manage the procurement and organisation of learning resources within the curriculum area.
- To prepare clear protocols of work within the curriculum and to ensure compliance by all in the curriculum area.
- To oversee provision of extra-curricular curriculum programmes through after school interventions, trips and visits and enrichment activities.
- To ensure effective implementation of CAW4L and support leadership in the quality assurance cycle of teaching and learning in the curriculum area.
- To monitor and evaluate the effective implementation of the curriculum and quality of teaching in line with the Academy Quality assurance Cycle.
- To identify, track and provide excellent learning experiences for higher prior attainers across the curriculum area.
- To identify, track and provide excellent learning experiences for the disadvantaged students across the curriculum area.
- To identify, track and provide proper learning experiences for the students with EAL.To have overall responsibility for the behaviour of students in your curriculum area, to run and supervise detentions as asked and to have regular contact home for students underperforming.

- To be responsible for updating all students' progress on student databases regularly and complying with academy deadlines.
- To understand data relating to students, analyse trends in performance and address underperformance efficiently and effectively.
- To use data management to improve teaching and learning.
- To create a culture of performance in the curriculum area where confidence and commitment are combined with responsibility and accountability.

**Staff**

- To be a role model to all your team.
- To organise the timetables of all the staff in your curriculum area.
- To support new members of staff in the curriculum area through effective induction.
- To organise and hold curriculum meetings and maintain records of progress and action points in the minutes.
- To circulate minutes to appropriate LT and curriculum colleagues. To prepare materials for the appointment of new staff and input into the interview and recruitment process where this is appropriate.
- To create opportunities for discussion/delegation and professional development.
- To comply and assist with ensuring all legal requirements regarding personnel issues and health and safety at work are met.
- To lead and develop staff through proactive line management and support besides ensuring staff welfare.

**Communication**

- To liaise with the Leadership team and Pastoral Team to follow up on students' welfare and progress.
- To liaise with parents on students' progress and welfare.
- To promote and maintain a high profile curriculum area.
- To ensure that curriculum events are properly planned, promoted and celebrated.
- To contribute to curriculum marketing material for the website and academy promotional material.
- To ensure professionalism in all forms of communication going out from the curriculum area to parents, students, colleagues and governors.

**Budget**

- To know the department budget and manage it effectively.
- To ensure fair/adequate distribution of resources.
- To obtain authorisation for expenditure.
- To comply with the academy financial policy and be familiar with budget management protocols.

**Teaching (in addition to those areas covered in Curriculum Management)**

- To foster a love of the subject in your students.
- To adapt your teaching to the learning needs of your students.
- To ensure progression and high achievement.
- To set high expectations for yourself and your students.
- To teach lessons at the times stipulated on the school timetable and in the rooms allocated to you.
- To maintain order and good discipline among students and safeguard their health and safety. Where appropriate set, mark and record class work and Independent Learning.
- To carry out all other duties, in and out of the classroom, with professionalism and care.



- To know which students are on the Special Needs register and take their needs into account when planning lessons.
- To evaluate your teaching for its effectiveness, through reflection, research, reading and peer and colleague observation To keep your teaching fresh through updating materials/methods.

**Assessment and Reporting (in addition to those areas covered in Curriculum Management)**

- To provide effort and achievement grades as required.
- To complete reports on students' attainment and progress once per year.
- To attend parents' evenings to discuss students' progress with parents.
- To provide written reports on students' on request e.g. for school transfers/ experience days.

**Teamwork**

- To be "consciously supportive" to all your colleagues.
- To attend meetings and follow through action points as appropriate minutes.
- To work in a professional, cooperative, diplomatic and flexible manner.
- To foster and maintain good working relationships, acting as a courteous, friendly and professional at all times.

**Policies**

- To be familiar with academy policies.
- To ensure all legal requirements regarding child protection and health and safety at work are met.
- To promptly report all safety hazards and unsafe working practices.
- To use risk assessments where appropriate.

**CPD and Performance management**

- To comply with the Academy's performance management policy.
- To make an annual pay recommendation for all staff in the curriculum area based on the Academy Performance Management policy.
- To attend Academy organised CPD sessions whether they be twilight/whole day/off site.
- To develop your use of ICT both as an organisational tool and as a means to deliver a better curriculum.
- To analyse and identify your own areas of strength and identify areas for development and seek opportunities to learn.

### **Person Specification**

**Successful candidates are likely to be able to give evidence in support of all or most of the following:**

#### **Professional Skills and Experience**

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students in their learning at all key stages and have a proven track record of raising student achievement at both GCSE and A2.
3. Demonstrate success in raising attainment, achievement and standards of learning and teaching.
4. Have some experience of leadership and management at departmental/subject level, e.g. responsibility for a key stage or area of the curriculum.
5. Proven ability to lead projects or initiatives and manage change effectively.
6. Show evidence of continued educational professional development.
7. Have at least two years successful teaching experience in UK schools.
8. Have relevant experience of working in a comprehensive, urban and multicultural environment.
9. Possess strong leadership and management skills.
10. Have some understanding of wider school leadership issues.
11. Have the ability to make accurate judgements with regard to the quality of learning and teaching and student progress.
12. Have experience of involvement in successful curriculum innovation and an enthusiasm for developing innovative approaches to learning, teaching, mentoring and guidance.
13. Have experience of working in a school with a distinctive Christian ethos or the ability to articulate how such an ethos could be developed and the capacity to contribute to this.
14. Have an understanding of the challenges and opportunities that relate to working in teams

#### **People, Relationships and Communications**

1. Be personally committed to developing a distinctive and inclusive Christian ethos in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have relentlessly high expectations of students in terms of learning, achievement and behaviour.
4. Have a commitment to developing opportunities for student voice, leadership and participation, both within and beyond the classroom.
5. Share the Academy's vision for effective one-to-one and small group coaching.
6. Have qualities which earn the trust and respect of students, staff, parents and governors.
7. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
8. Possess outstanding written and verbal communication skills.
9. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
10. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.



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