

THE FOREST SCHOOL
Teacher of Geography
PERSON SPECIFICATION

CATEGORY	ESSENTIAL	DESIRABLE	ASSESSED THROUGH:
Qualifications	<ul style="list-style-type: none"> • A degree • QTS status 	<ul style="list-style-type: none"> • A degree in a relevant discipline • An ability to teach other humanities subjects at KS3 	Application Form
<u>Experience:</u> Teaching Curriculum	<ul style="list-style-type: none"> • Secondary school teaching across the age and ability range, from Y7 – Y11. • Familiar with the National Curriculum Framework for Geography 	<ul style="list-style-type: none"> • Planning schemes or units of work • Track record of high attainment at GCSE • Planning & delivery of fieldtrips 	Application Form Interview
Skills and abilities	<ul style="list-style-type: none"> • Able to work as a member of a team • Committed to preparing and delivering high-quality lessons, using a range of teaching and learning strategies • Able to work with students, colleagues and parents with a high level of professionalism • Committed to enabling all students to achieve high standards • Able to maintain discipline and build positive relationships with students • Committed to keeping up to date with new developments in ICT • Committed to further developing teaching skills through CPD / training etc. 	<ul style="list-style-type: none"> • Competent with Assessment for Learning strategies in the classroom • An understanding of the benefits of modelling & use of a visualiser to enable this • Some experience of examination procedures and administration • Experience with effective curriculum design 	Letter of support Interview

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<p>Personal qualities</p>	<ul style="list-style-type: none"> • Committed to promoting the safeguarding and welfare of students • Able to inspire and motivate young people through a passion for the subject • Good interpersonal skills • Positive work ethos • Has high expectations of self and students • Reliable, punctual and responsible • Puts a high value on treating others with respect and courtesy, and building positive relationships with all stakeholders • Committed to inclusion and challenging / ensuring the progress of all learners • Able to model good classroom management to others • Has the necessary emotional resilience when working with challenging students and adults 	<ul style="list-style-type: none"> • A willing contributor to the development of the Department and the school • Committed to extending learning outside the classroom e.g. creative enrichment to foster a love of the humanities 	<p>Letter of support</p> <p>Interview</p>
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