

Job Description

Job Title: Teacher of Geography

Location: Great Yarmouth Charter Academy

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| Job title | Teacher of Geography |
| Salary Scale | MPS/UPS |
| Hours of Work | Full Time |
| Responsible to | Curriculum Leader |
| Location | Great Yarmouth Charter Academy |

Main purpose of the role

- To ensure pupils receive an excellent education through the delivery of high quality teaching

Organisational relationships

- Responsible to Curriculum Leader

Principal accountabilities and responsibilities

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| Overall | <ul style="list-style-type: none"> • To teach in an inclusive way, in line with Trust principles and ethos. • To offer active support for the Trust and Academy's policies and procedures • Meet the Teachers' Standards. • To represent the school and Trust positively at all times • Set high expectations which inspire, motivate and challenge pupils • Promote good progress and outcomes by pupils • Make accurate and productive use of assessment, in line with school expectations • Manage behaviour effectively to ensure a good and safe learning environment • Adapt teaching to respond to the strengths and needs of all pupils • Demonstrate good subject and curriculum knowledge • Plan and teach well structured lessons |
| Teaching | <ul style="list-style-type: none"> • To deliver a broad, balanced and inclusive curriculum for pupils (in line with any agreed trust curriculum and policies) for your designated subject(s) or year group • To deliver the agreed curriculum with fidelity • To monitor and support the progress and personal development of pupils and therefore contribute to raising standards of pupil achievement • To facilitate and promote a learning experience which provides all pupils with the opportunity to achieve their individual potential, including SEND and disadvantaged pupils as well as pupils with different levels of prior attainment • To communicate effectively with the SEND team to ensure the needs of pupils with SEND are met effectively, including being |

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| | <p>familiar with individual learning plans/pupil profiles and implementing them effectively</p> <ul style="list-style-type: none"> • To fully participate in activities to support pupil progress, including working with leaders to ensure additional support is in place to support those pupils who are not making expected progress • To plan effectively and teach pupils according to their educational needs, ensuring all pupils are able to access and experience success with the taught curriculum • To manage curriculum and educational resources effectively in the classroom • To assess, record and report on the progress, development and attainment of pupils and to keep and provide records as required • To contribute to reports, references and assessments of pupils as required • To undertake assessment of pupils' work in accordance with the requirements of external examining bodies • To teach the required content for exam specifications/key age tests • Commit to maintaining and developing subject expertise and understanding and implementation of effective pedagogy • promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching |
| | <ul style="list-style-type: none"> • To assist in curriculum development and contribute towards curriculum resources for the subject(s) as appropriate • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being. • maintain and support good pupil behaviour (both within and outside the classroom) in accordance with the procedures and policies and encourage attendance, punctuality and positive behaviour • To work effectively as a member of wider teams • To actively engage with, promote and implement the safeguarding policy and all procedures • To complete attendance registers in an accurate and timely manner • To engage actively in performance management and appraisals process • To take part in open evenings/events and parents' evenings as |

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| | <p>appropriate</p> <ul style="list-style-type: none"> • If required, to be a form tutor and follow associated procedures and the form time curriculum, including assemblies • To comply with health and safety policy and practice |
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Working Time

The job description allocates responsibilities and duties but does not allocate the particular amount of time to be spent carrying them out and no part of it can be so constructed. In allocating time to the performance of responsibilities and duties the post holder must be directed in accordance with the Academy Teachers' Pay and Conditions Document and the Academy's policies and procedures and the Academy's plan on the use of time

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In anyway possible, in accordance with the role, support students to achieve their potential
- In anyway possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main

expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.

| Person Specification | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none">• Qualified Teacher Status | |
| Experience | <ul style="list-style-type: none">• Experience of teaching the relevant subject in a secondary school. | <ul style="list-style-type: none">• Experience teaching a knowledge rich curriculum |

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| | | <ul style="list-style-type: none"> Teaching across the whole Secondary age range; working in partnership with parents. |
| Skills, Knowledge | Knowledge and understanding of: <ul style="list-style-type: none"> Providing effectively for the individual needs of all pupils; The monitoring, assessment, recording and reporting of pupils' progress; Effective teaching approaches. | <ul style="list-style-type: none"> Knowledge of the statutory requirements of legislation concerning SEND and Child Protection Knowledge of evidence based teaching approach based on an understanding of cognitive science Knowledge and understanding of: the preparation and administration of statutory National Curriculum tests; the links between Academies, especially partner Academies. |
| Personal Attributes | <ul style="list-style-type: none"> Evidence of continuous INSET and commitment to further professional development Able to develop positive relationships within a team Able to communicate effectively (both orally and in writing) and be approachable to a variety of audiences Able to work in an organised manner, committed to the task in hand and be resourceful, enthusiastic and patient Belief that all pupils can succeed, regardless of background or context Belief in principles of inclusion | <ul style="list-style-type: none"> Able to develop strategies for creating community links. |

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Signature

Date

Name