



Teacher of Geography

Full-time - MPR/UPS

Required from January 2026

That person is

like a tree

planted by streams of water, which

yields its fruit

in season and whose leaf
does not wither

whatever they do

prosper.

Psalm 1:3



A LETTER FROM THE HEADMASTER

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Teacher of Geography** at St Christopher's. This vacancy will provide the successful candidate with the opportunity to work in a very strong department and an **Outstanding** 11-18 Church of England high school.

The successful candidate will join a joyful, flourishing and thriving school. The staff are hard-working, reflective and collegiate in approach. Our pupils are a delight and parents are very supportive.

We are always oversubscribed in Year 7 and the Sixth Form, although we take nothing for granted. This year, for example, well over 750 pupils applied for one of our 195 places. St Christopher's is a rewarding place to work and to develop professionally. The school engenders real loyalty from all who are associated with it.

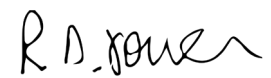
The application form should be completed electronically and emailed to **vacancies@st-christophers.org**, marked for the attention of Mrs Grimshaw, my PA. It should be accompanied with a supporting letter of not more than two sides of A4 paper, in 11-point font, explaining your suitability for the post, including reference to your skills, experience and a flavour of your vision for teaching at St Christopher's.

The closing date for applications is **Monday 13th October (midday)** and interviews are planned for **Thursday 16th October**.

If you would like to find out more about the school or position, or to organise a visit, please feel free to email my Mrs Grimshaw (c.grimshaw@st-christophers.org).

I took up my present position at St Christopher's in September 2013 and still recall the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



R D Jones
Headmaster



"The clear Christian vision of the senior management team (SMT), ably led by the headteacher and well supported by governors and the director of spirituality, ensures that the academy is a caring and inclusive community in which learners flourish as 'children of God'."

ABOUT ST CHRISTOPHER'S

Introduction

St Christopher's is a highly successful and popular 11-18 co-educational Church of England single academy with 1,300 pupils and students on roll. We are situated in the Lancashire town of Accrington close to the Ribble Valley. Good motorway links mean that Preston, Burnley, Blackburn, Manchester, and North Yorkshire are all within a 30–40-minute car journey. The school is situated in a pleasant setting with views towards Pendle Hill.

Our pupils come from a wide catchment area. Pupils join us in Year 7 from over fifty primary schools, and the sixth form receives students from around thirty secondary schools. We enjoy an enviable reputation, built-up over many years, for providing high quality education for a comprehensive intake of pupils. Our reputation means that we are a popular school, and always over-subscribed. However, we do not allow ourselves to become complacent, always striving for higher standards in all areas. This year, for example, well over 750 applications were received for the 195 on offer. Ten per cent of our pupils are eligible for the Pupil Premium and 3% are from minority ethnic groups.

Our teaching comprises of 80 teachers and 12 teaching assistants. The core Senior Leadership Team is substantively the headmaster, two deputy headteachers, three assistant heads and the School Business Manager.

The school's commitment to learning extends to staff as well as pupils; there is a well-developed support structure for early career teachers and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop and further improve the quality of teaching and teachers are encouraged to think deeply about how pupils learn. Whilst we appreciate the contribution that technology can play in assisting learning, we remain committed to the idea that it is the teacher who makes the difference.

Academic results

Our pupils achieve very well with typically over 80% of Year 11 pupils gaining 5+ GCSE passes at grades 9-4, including English and mathematics. The proportion of pupils moving on to high quality destinations is the highest for any Lancashire secondary school. Our Sixth Form, which opened in 2010 and now has over 300 students studying A-level, continues to achieve impressive results, with 84% of students gaining A*-C. Attainment and progress are at record levels.

The school has grown significantly in recent years, but this period of change has been managed without compromising the high standards of pastoral care and academic achievement for which we are well known.

Curriculum

We offer a genuinely broad and balanced curriculum to all year groups rooted in a strong and coherently expressed sense of educational purpose and intent. Pupils acquire the skills, concepts, knowledge, and skills necessary to prepare them to take place their place as active and successful citizens of the 21st century.

At Key Stage 3, subjects are taught according to the National Curriculum guidelines and a wide range of proven learning styles are used to ensure that all pupils are engaged and able to progress. Teachers use their expertise to identify the key knowledge that pupils need, and this helps pupils to strengthen their ability to recall information and to deepen their understanding.

In Years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and RE. In addition, pupils select courses from a wide range of GCSE options. Pupils are encouraged to study the EBacc suite of qualifications, with the most able following separate science courses.



Nearly thirty A-level courses are offered in the Sixth Form. Most students continue to study four subjects for most of the Lower Sixth and continue with three of these in the Upper Sixth. All sixth formers participate in our extensive enrichment programme. A wide range of options are available including pre-professional work experience, sports academies, archery, and dance. Most students progress to university with many making successful applications to Russell Group universities including Oxford and Cambridge.

The curriculum is based around five sixty-minute periods per day, organised as a two-week 48 lesson timetable.

Extra-curricular activities

Pupils are encouraged to participate in a wide range of extra-curricular activities including the largest school-based Duke of Edinburgh Award Scheme in Lancashire, an award winning eco group, and a vibrant music department which enjoys a national reputation. Opportunities for foreign travel are numerous, including, in recent years, visits to India, Iceland, USA, Paris, Rome and Barcelona.

All staff are encouraged to participate to the extra-curricular life of the school and contribute in any way they can.

Pastoral care

The Heads of Year and Form Teachers (Personal Tutors in the Sixth Form) have responsibility for the welfare, academic progress, and discipline of the pupils in their care. Time is set aside each day to enable form teachers to get to know each pupil as an individual.

Pupils are offered many opportunities to accept positions of responsibility in addition to the senior roles of prefect, Head Boy, and Head Girl. Pupil Voice is active and encouraged and most notable through the work of an active School Council.

Spiritual care and worship

St Christopher's opened in 1958 to educate the children of Church going families of east Lancashire. Admission to the main school is primarily based on parental patterns of worship at churches recognised by Churches Together or the Evangelical Alliance.

The school motto of 'Ad Gloriam Dei' informs all that we do. We try to establish caring attitudes and lasting values through worship and work done in the classroom, as well as, on a more practical level, supporting charitable appeals.

Each school day begins with an act of worship within the Anglican tradition. A Chaplaincy Team supports our worship and pastoral work, each year group having its own chaplain.

At the last SIAMS inspection (2024) the school was judged to be 'inspirational'.

Ofsted

The school was inspected by Ofsted in December 2016 and was judged to be Good with several Outstanding areas. Inspectors reached some telling judgements.

- **'Leaders have created an ambitious culture. Pupils are expected to become the best they can be, both academically and socially.'**
- **'Pupils' attendance is excellent.'**
- **'The work the school does to keep pupils safe is exemplary.'**
- **'The behaviour of pupils is outstanding.'**
- **'Tolerance and respect are strongly evident throughout the harmonious school community and the warm and inclusive ethos permeates every aspect of the school's work.'**
- **'Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons.'**
- **'Attainment is at record levels.'**

These judgements were confirmed in our Section 8 report which was published in May 2022.

We all work hard to ensure that every child at St Christopher's is known, supported, and challenged. In the words of one of our former students...

"I am still not sure what I want to be but after studying at St Christopher's I know who I want to be."

"St Christopher's Christian virtues give all pupils a caring, structured environment in which we flourish into capable and successful young adults. Our school ethos establishes a compassionate atmosphere that guides us to become positive, appreciative members of the St. Christopher's family."

WHAT'S IT LIKE TO WORK AT ST CHRISTOPHER'S?



Linda (main scale teacher of science)

"St Christopher's saved my teaching career! My last job in teaching left me feeling demoralised and wanting to get out of the profession but here I feel supported and appreciated. The staff are unbelievably welcoming and the pupils are hard-working, conscientious and respectful."

Margaret (reprographic technician)

"My work-life balance has flourished since taking on this role. The staff form a great team and are dedicated to inspiring all pupils. I know that I am valued and enjoy every day working at St Christopher's."



Rebecca (Wellbeing and Senior Mental Health Lead)

"Joining the staff team four years ago I instantly recognised that St Christopher's is a school that cares for its staff. I feel privileged to work alongside an array of skilful colleagues whose shared goal is to maximise the potential of our pupils. At St Christopher's we all flourish."

Scott (ECT Science)

"St Christopher's has provided me with the skills and knowledge to thrive in the classroom since starting as an ECT. Teaching is tough and so it is good to know that my wellbeing is considered and that I am provided with the autonomy to try out new ideas and approaches, safe in the hands of supportive middle leaders and senior leadership team."





Sian (upper pay range teacher of English)

"Joining St Christopher's helped me fall back in love with teaching. This is a school which is committed to creating well-rounded pupils and which takes its responsibilities at the centre of the community very seriously. While the school maintains its reputation for academic excellence, it is this emphasis on the wider impact of education which makes St Christopher's a unique and special place to work."

Devaki (PSHE and Careers Lead)

"The school is more than just a place to work. St Christopher's is a school community in every sense of the word, where staff genuinely care about the well-being and personal development of the pupils and students in their care, and support one another in doing so."



Peter (Catering Manager)

"I came to St Christopher's having worked in schools and for a multi-academy trust and I've been delighted with the warmth of the welcome that I've received. From the headmaster down there is a deep sense of connectedness and desire to pull together for the sake of the whole community. St Christopher's has given me the trust and encouragement to deliver positive changes across my area of responsibility, improvements that have allowed the children to thrive and grow."

Ebony (middle leader and teacher of mathematics)

"St Christopher's is a fantastic place to work. It is more than just a school, it is a community of pupils and staff who look out for each other and strive to be the best version of themselves. I have worked here for four years and been offered great opportunities to advance and progress."



JOB DESCRIPTION

Post Title:	Teacher of Geography
Salary:	MPR / UPS (£32,916 - £51,048)
NJC Conditions:	Full-time / Permanent
Responsible to:	Mr Gerrard, Head of Geography

To make the education of pupils your first concern in such a way that has a positive and significant impact on their personal development and academic achievement.

To uphold the vision and values of the department and school.

Key Responsibilities

- Plan for teaching which will promote at least good rates of pupil progress.
- Set high expectations for pupil behaviour, establish and maintain a good standard of discipline through focused teaching and the nurturing of positive and productive relationships.
- Fully exploit a range of appropriate teaching techniques and methodology.
- Use a range of assessments to inform planning with a view to maximising rates of progress.
- Contribute to the development and evaluation of lesson plans and schemes of work.
- Set, record, monitor and provide feedback on homework tasks.
- Be familiar with the statutory requirements for assessment and reporting.
- To communicate appropriately with parents including attendance at parents' evenings as required.
- Carry out the roles and responsibilities of a form teacher (main school) or personal tutor (sixth form).
- Contribute to the wider life of the Department including clubs and revision sessions.
- Contribute to the wider life of the School and uphold its Mission Statement.
- Support the head of department in working with and contributing to the local teaching school alliance.

Wider Responsibilities

- Actively support and promote the Christian ethos of the School.
- Provide pastoral support for pupils to a high standard.
- Contribute appropriately to School events and extra-curricular activities.
- Be aware of and adhere to School policies and procedures particularly in relation to Safeguarding and Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate person/s.
- Fully participate in the School's programme of performance management.

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- Undertake any other duties and responsibilities as required that are covered by the general scope of the post or at the request of the headmaster.

Developing Oneself and Working with Others

- Evaluate one's own teaching and use this to improve effectiveness.
- Treat people fairly, equitably and with dignity and respect, supporting the positive culture of the wider school community.
- Develop and maintain a culture of high expectations for self and take appropriate action when performance is unsatisfactory.
- Review one's own practice, set personal targets and take responsibility for one's own professional development.
- Manage one's own workload and that of others in order to support an appropriate work/life balance.

Securing Accountability

Fulfil commitments from contractual accountability to the governing body.

Strengthening the Community

Create and maintain effective partnerships with parents and relevant agencies to support pupils' academic achievement, in addition to their spiritual, moral, social and cultural development.

Other Department Responsibilities

Adhere to policies and procedures relating to Safeguarding, Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate persons.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed in the future at the discretion of the School management. The appointment is subject to the current conditions of employment in the current School Teachers' Pay and Conditions.

"St Christopher's offers a friendly and supportive environment, where teachers strive to support each individual pupil to fulfil their potential. The varied curriculum and rich opportunities provided ensure that pupils flourish both socially and academically."

PERSON SPECIFICATION

Criteria to be determined from application form and supporting statement.

Training, qualifications and experience

- Qualified teacher status **E**
- Recognised subject specific degree or equivalent..... **E**
- Subject related higher degree **D**
- Professional development over the last three years in aspects of subject development and pedagogy **E**
- A successful record as a classroom teacher **E**
- A successful track record of raising levels of pupil attainment and progress **E**
- Strong commitment to extra-curricular provision..... **E**
- Experience of teaching A-level **D**
- Effective use of data to inform appropriate actions **E**

Professional knowledge and understanding

- Current educational issues especially related to the curriculum at KS3 and KS4 **E**
- Current teaching, learning and assessment issues relevant to the needs of the department **E**
- Effective strategies for promoting positive pupil behaviour **E**
- Management of staff, including professional development **D**

Vision and values

- Christian commitment as indicated by membership of a church in Churches Together, Evangelical Alliance or The North West Partnership **D**
- Willingness to support and reinforce the ethos of a Church school..... **E**

Personal and professional qualities

- Hard working, loyal and flexible in approach to work **E**
- Build and maintain effective relationships **E**
- Inspire and motivate others to carry the school’s vision forward **E**
- Prioritise, plan and organise themselves and others..... **E**
- Demonstrate commitment to the leadership process and professional development **E**
- Listen to and reflect on feedback **E**
- Good attendance and punctuality record and a high level of stamina and enthusiasm **E**
- Good communication skills and a positive outlook **E**

E = Essential | **D** = Desirable

Confidential references

Professional references should show a strong level of professional support and a positive recommendation from the applicant’s current employer.

SUBJECT PROFILE: GEOGRAPHY

The Geography Department is a high performing department and has a strong record of success within the school. It is one of the strongest option choices at KS4, with well over half the year group studying the subject. We pride ourselves in high expectations, diverse lesson activities and a caring commitment to the pupils and students that we teach.

Number of staff: Three full-time teachers with one full-time vacancy

Departmental structure: Head of Department supported by Head of KS5 Geography

Examination courses for KS4: AQA

Examination courses for KS5: AQA

GCSE examination results:	9-7	9-5	9-4	P8 (Internal)
2024	13%	52%	74%	+0.04
2025	23.8%	54%	68.5%	-0.07

A-level examination results:	A*-B	A*-C	A*-E
2024	58%	92%	100%
2025	42.8%	68.2%	95.5%

Accommodation: Four classrooms in main school, one in Sixth Form

Structure of timetable:

- KS3 Y7 and Y8 - three hours; Y9 - five hours (lessons) per fortnight.
- KS4 Five hours (lessons) per fortnight.
- KS5 Nine hours (lessons) per fortnight.
- KS5 teaching is split between Physical and Human Geography specialists

Geography at KS3 is designed to build strong foundations in both knowledge and skills, preparing pupils for success at KS4 and advance onto KS5 (we hope!). Our curriculum develops procedural and declarative knowledge through a balance of reading, extended writing, and enquiry-based learning. Pupils engage with geographical texts, practise structured writing, and apply analytical skills to interpret data and real-world issues. This approach ensures they can think critically, communicate effectively, and make informed decisions.

We encourage self-regulation by helping pupils reflect on progress, set goals, and act on feedback. Fieldwork remains integral, with each year group completing practical investigations that link classroom learning to real environments. While aligned broadly with the National Curriculum, our programme goes beyond its requirements to provide a rich, challenging experience that fosters independence and curiosity about the world. We are strengthening our curriculum this year to further meet the demands of National curriculum by covering a wider depth and breadth of locational knowledge and human-physical interactions.

At KS4, Geography remains a popular option, supported by a curriculum that fully reflects the demands of all assessment objectives and the skills required for success. We follow the AQA specification, which offers breadth and depth across physical and human

“I was a bit nervous on my first day, but afterwards I knew that somebody would always be there for me if I needed help.”

SUBJECT PROFILE: GEOGRAPHY

geography. Recent curriculum developments have strengthened assessment opportunities, with milestone and full-topic assessments providing structured feedback in the form of strengths, targets, and checks of understanding. Pupils often redraft work or respond to new contexts to demonstrate progress and secure deeper learning. Two PPEs further prepare pupils for final examinations, ensuring familiarity with the rigour of KS4 assessment.

While overall progress in 2024 and 2025 has been steady, we are committed to driving improvement through these curriculum and assessment changes. Fieldwork remains integral, with local studies in Sabden and Accrington, alongside an annual international trip. At KS5, Geography continues to attract strong numbers, following the AQA course with new units and advanced skills development. Students complete fieldwork in Wales and have opportunities for independent NEA investigations, supported by optional international trips. Our experienced team works collaboratively to refine practice, ensuring high-quality teaching and continuous improvement for all learners.