

# Wood Green School



**Candidate Information Pack**  
**Teacher of Geography**

## Details of the Post

<b>Job Title:</b>	Teacher of Geography
<b>Start date:</b>	Sept 2023
<b>Status of post:</b>	Permanent
<b>Closing date for application:</b>	20 <sup>th</sup> February 2023
<b>Interview Date:</b>	TBC

### **WELCOME – Headteacher**

Dear Prospective Candidate,

Thank you for your interest in our post. Wood Green School is an oversubscribed 11-18 Academy school serving the town of Witney and surrounding villages.

This is a very exciting time for Wood Green. We have a clear vision of a Wood Green student, and we are developing our Bacculaureate that encourages and celebrates everything that a school should develop in young people: engagement in all subjects, learning skills such as research and communication and personal skills such as thoughtfulness for others. We believe strongly in a culture of mutual respect and strong relationships, demonstrated in our Behaviour Policy built on restorative principles and our Diversity, Equality and Inclusion Policy. Everything is underpinned by our LEARNWell values. Our strong reputation and results improving year-on-year have led to a rapid rise in student applications.

Wood Green School is part of the Acer Multi-Academy Trust. The Acer Trust consists of seven schools: Wood Green School, Chalgrove Primary School, Stadhampton Primary School, Botley Primary School, Icknield Community College, Watlington Primary School and Matthew Arnold School.

All seven schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are Trust, Collaboration and Opportunity.

Wood Green has developed several innovative external partnerships, for example with Nuffield Health for Wellbeing, Oxford University for teacher development and student access to the university and with the National Bacculaureate Trust. These all bring great opportunities for students, and also for staff development. I believe that investing in staff is crucial to achieving our mission. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with other schools through our local and national partnerships. All teaching staff have the opportunity to undertake the OLEVI Teacher Programmes, to carry out action research with Oxford University and to work with coaches in school. Our work with Nuffield Health considers staff as well as student wellbeing.

Thank you again for your interest in this post and I hope to receive your application in the near future.

Yours sincerely



**Rob Shadbolt**  
Headteacher

## Our School Philosophy

# *“Head, Hands and Heart”*



Our School Philosophy can best be summarised by the phrase ‘Head, Hands and Heart.’ Head, Hands and Heart represents the whole child:

- The Head represents learning
- The Hands represent creativity and practical skills
- The Heart represents respect and nurture for others and ourselves.

## **Mission, Vision and Values**

### **Mission Statement**

“Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world.”

### **Our Vision Statements:**

Wood Green students

- I. Are inquisitive, independent and creative thinkers who communicate powerfully, respond well to feedback and who work well by themselves and with others
- II. Believe they can improve, are proud to try hard and to be successful and are not scared to fail
- III. Have integrity and honesty and take responsibility for themselves
- IV. Manage themselves well and develop good relationships with all students and staff
- V. Take care of others, their community and their environment and respect all others
- VI. Know how to keep themselves healthy and safe
- VII. Achieve highly and leave prepared for their next exciting challenge

## **Our Values**

Our LEARNWell values reflect our commitment to developing the whole person and underpin everything we do:

**L**EARNING **E**FFORT **A**SPIRATION **R**ESPECT **N**URTURE **W**ELLBEING

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## **Department information**

The Geography Department is a dynamic, creative and forward-thinking department which is keen to develop students' knowledge and understanding of Geography. The Department would like to appoint a committed and enthusiastic teacher, to teach across the age and ability range. The Department obtains impressive results, at GCSE and A Level, and would like to appoint a teacher who will be able to work with the team and contribute to its further development.

## **Ethos**

The WGS Geography curriculum enriches students understanding of the world to help them understand their experiences within local, regional, and global systems; to empower them with geographical knowledge and skills to make informed judgements about the challenges the world currently faces; and to acknowledge their role in securing a sustainable future for the planet. Through their work, the department encourage students to take their place in an ever-increasing technological society. We challenge the students' mindset to think, act and speak as those working in the field.

To meet the needs of our intent, the department have developed the curriculum to include the following opportunities:

- Frequent retrieval opportunities to empower students and develop their confidence
- Authentic contexts in which to learn new key concepts, which are designed to motivate and model to students how we can use geographical knowledge to answer problems. Through these contexts, we can develop the cultural capital of our students
- Frequent and timely formative feedback designed to allow students and teachers to check misunderstandings and misconceptions that may have arisen with personalised feedback and rethink opportunities made available
- A focus upon modelling and scaffolding of application questions which increase in challenge
- Analysis tasks which offer students opportunities to use knowledge to interpret, evaluate, make judgements, draw conclusions, develop, and improve enquiry-based procedures.
- Geographical enquiry skills are embedded within the curriculum and integrated with key knowledge.

## **Curriculum**

The Geography department has a clear vision to develop a coherent geographical experience that provides continuity and progression of geographical content and skills across all key stages. We wish to embed a range of teaching and learning strategies, uses of ICT (GIS) and AFL techniques into the subject to help create enjoyable and relevant geographical lessons that promote independent learning and enquiry. We want students to ask questions about the world in which they live and to be motivated to find the answers to their own questions and to become more global citizens.

## **Key Stage 3**

The curriculum draws upon Bruner's (1960) advocacy for a spiral curriculum. There is careful sequencing and planning of the knowledge and skills to be taught, returned to, and extended, and how it builds over time. During KS3, students revisit topics and themes, with the complexity of each topic or theme increasing upon each revisit. Our curriculum is broadly based upon the National Curriculum, and is based upon the following concepts: connections, physical processes, management and resilience, conflict, risk and vulnerability, development, inequality, and geopolitics.

## Key Stage 4

Students follow the Edexcel Geography B GCSE Syllabus, focussing on three components: Global Geographical Issues, UK Geographical Issues and People and Environment Issues. Students conduct fieldwork in Year 10 which supports the UK Geographical Issues component.

## Key Stage 5

Students follow the Edexcel syllabus. In Year 12, they currently cover: Regenerating Places, Globalisation, Coastal landforms and Processes and Tectonic Hazards. Fieldwork supports these topics and teaches the skills necessary for their NEA. In Year 13, the topics include Water and Carbon Cycles, Superpowers, and Migration, Identity and Sovereignty.

## Department Development and Future Plans

The department are currently working on further expanding extracurricular opportunities within Geography through investigating the opportunity for increased fieldwork.

## GCSE Geography Results

Comparison Grade			Result Grade													Below Comparison			Same As Comparison		Above Comparison	
	#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%		
	Other													1	0	0	0.00%	0	0.00%	0	0.00%	
U														0	0	0.00%	0	0.00%	0	0.00%		
1														0	0	0.00%	0	0.00%	0	0.00%		
2														8	3	37.50%	3	37.50%	2	25.00%		
3			1											11	2	18.18%	1	9.09%	8	72.73%		
4			1											11	1	9.09%	4	36.36%	6	54.55%		
5			1											7	1	14.29%	3	42.86%	3	42.86%		
6														5	2	40.00%	0	0.00%	3	60.00%		
7														5	5	100.00%	0	0.00%	0	0.00%		
8														2	1	50.00%	1	50.00%	0	0.00%		
9														0	0	0.00%	0	0.00%	0	0.00%		
#			0	0	4	6	2	10	10	6	9	2	0	49	15	30.61%	12	24.49%	22	44.90%		

Less Than Comparison
  Same As Comparison
  Above Comparison

## A Level Geography Results

Details				A* to A			A* to B		A* to C		Grades									
Subject Name	Entries	APS		#	%	#	%	#	%	A*	A	B	C	D	E	F	G	U	X	
A - Geography	5	48		3	60	5	100	5	100	1	2	2								

## Job Description

<b>Job Title</b>	<b>Teacher of Geography</b>
<b>Job Description</b>	This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.
<b>Review Date of Job Description</b>	January 2020
<b>Establishment</b>	Wood Green School, Woodstock Road, Witney, OX28 1DX
<b>Responsible to:</b>	Head of RE
<b>Responsible for:</b>	Teaching and supporting all designated classes in Geography
<b>Purpose of Post</b>	<ul style="list-style-type: none"> <li>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate</li> <li>To monitor and support the overall progress and development of students as a Teacher/Form Tutor</li> <li>To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>To contribute to raising standards of student attainment</li> <li>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>To undertake a designated programme of teaching across all key stages</li> <li>Teach consistently high-quality lessons</li> <li>Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5</li> <li>Be a role model for students, inspiring them to be actively interested in RE</li> <li>To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, PARS etc</li> <li>To complete the relevant documentation to assist in the tracking of students</li> <li>Set expectations for staff and students in relation to standards of achievement and the quality of learning &amp; teaching</li> <li>Prioritise and manage time effectively, ensuring continued professional development in line with the role</li> <li>To follow the school policies and procedures</li> <li>To ensure the effective/efficient deployment of classroom support</li> <li>To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework</li> <li>Follow schemes of work for Geography at all Key stages</li> <li>Promote aspects of Personal Development related to GEOGRPAHY</li> <li>Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of Geography</li> <li>Promote Geography learning through out of hour's activities</li> <li>Ensuring a high-quality learning environment throughout the Geography area.</li> </ul>



<b>Assessment, Feedback and Tracking</b>	<ul style="list-style-type: none"> <li>• To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy</li> <li>• To follow department monitoring and tracking systems relating to students' attainment, progress and achievement</li> <li>• Mark, grade and give written/verbal and diagnostic feedback as required</li> <li>• Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures</li> <li>• Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required</li> <li>• Complete the relevant documentation to assist in the tracking of students</li> <li>• To follow department policy regarding department tracking of student progress and use information to inform learning and teaching</li> <li>• Follow setting and co-ordinating assessment arrangements in Geography at all Key Stages, and in all areas as required by school policies, including standardising those assessments.</li> </ul>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>• To continue personal development in the relevant areas including subject knowledge and teaching methods</li> <li>• To engage actively in the Performance Management process</li> <li>• Participate in whole school CPD programmes</li> <li>• To take part in the staff development programme by participating in arrangements for further training and professional development.</li> </ul>
<b>Student Support and Progress</b>	<ul style="list-style-type: none"> <li>• To be a Form Tutor to an assigned group of students</li> <li>• To promote the general progress and well-being of individual students and the Tutor Group as a whole</li> <li>• To liaise with the relevant pastoral leaders to ensure the progress of students</li> <li>• To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life</li> <li>• To evaluate and monitor the progress of students and keep up-to-date student records as may be required</li> <li>• To lead the National Baccalaureate within the tutor group</li> <li>• To contribute to the preparation of Action Plans and other reports as required</li> <li>• To alert the appropriate staff to problems experienced by students</li> <li>• To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.</li> <li>• To contribute to PSHE and citizenship and enterprise according to school policy</li> <li>• To apply the Behaviour for Learning policy so that effective learning can take place</li> <li>• Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.</li> </ul>
<b>Safeguarding</b>	<p>Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.</p>

## Person Specification

CRITERIA

QUALITIES

<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ Qualified teacher status</li> <li>➤ Successful teaching experience</li> <li>➤ Evidence of professional development relevant to this role</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>➤ Good classroom practice, constantly showing a positive and resilient approach to students and staff</li> <li>➤ Excellent communication and organisational skills</li> <li>➤ Knowledge of effective teaching and learning strategies</li> <li>➤ A good understanding of how children learn</li> <li>➤ Ability to adapt teaching to meet students' needs</li> <li>➤ Ability to build effective working relationships with students</li> <li>➤ Knowledge of guidance and requirements around safeguarding children</li> <li>➤ Knowledge of effective behaviour management strategies</li> <li>➤ Effective communication and interpersonal skills</li> <li>➤ Ability to build effective working relationships with staff and other stakeholders</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>➤ High expectations for all students and belief in bringing out the best in all</li> <li>➤ Commitment to upholding and promoting the ethos and values of the school</li> <li>➤ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school</li> <li>➤ Ability to work under pressure and prioritise effectively</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to equality</li> </ul>

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.





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