



Part of  
**LEAP**  
Multi Academy Trust

# Dinnington High School Teacher of Geography

# Post Title: Teacher of Geography

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This is an exciting opportunity for an enthusiastic, driven and qualified teacher of Geography. We are seeking to appoint someone who can teach the full age range from 11 to 18 – key stage 3 to 5.

The post is full time to start September 2023.

The closing date for applications is 9am Monday 12<sup>th</sup> June 2023.

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## The Department

Our geography department has been improving year on year and is a popular option at Key Stage 4 and has a growing number of A' Level students too. It sits alongside our history department which also has a new head of department, who has grown into the role having originally been a trainee teacher with us. The humanities team works closely with the RE & Life department, led by an experienced head of department. From September 2023, all of these departments will be suited together in one corridor.

The humanities department at Dinnington is a friendly and welcoming team. We have created a supportive environment where ideas and approaches to teaching and learning are shared in a collaborative manner. We all realise the need to support one another both professionally and personally. We have (and will continue to have) a large humanities staff room.

The new humanities & Life corridor is equipped with 8 classrooms. The faculty consists of 6.4 teachers – 3.4 history teachers and 3 geography teachers, including the head of geography and this position. The Life & RE department has a further 2 teachers.

We teach across the age range, from KS3 to KS5 within the department. Currently, each student receives 2 hours of history and 2 hours of geography in years 7 and 8, 1 hour each in year 9. Students choose their EBacc option in Y9 before embarking on their choice at the beginning of Y10. A few students will select two EBacc subjects.

Currently, geography follows OCR for GCSE. In Y10 from September, geography will have three lessons per week, which they will carry into Y11 too. Next year's Y11 has two lessons per week (having previously had a three year KS4). Our A Level students have four taught lessons per week and a directed study period.

The current postholder is leaving for a promotion in his primary subject – geology. The other geography teacher in the department, started with us as a cover supervisor and has now completed his ECT years.

As a school, we are committed to ensuring departments have plenty of time to collaborate so most Tuesdays after school is departmental time. Sometimes, this is form tutor time. We avoid unnecessary meetings and use time to develop and improve practice, improve schemes of learning, and to share expertise. As a school, we also avoid book-by-book marking, using a whole-class feedback system instead. In all our work, we seek to be efficient, to respect staff time, and to consider staff well-being in any changes we make.

We have a strong mentoring and support programme for ECTs, if that applies to you, led by a very experienced and successful lead mentor. She takes a sensible and supportive approach to help ECTs to be efficient and successful. You would also have the support of a departmental mentor, the appropriate amount of additional noncontact time, and the additional training required. Our ECTs have all been successful and are a source of great pride to us in their work and development.

We look forward to hearing from you and welcome pre-visits - good luck with your application.

# Job Description

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To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

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## Planning Teaching & Classroom Management

- identifying clear teaching outcomes and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of engagement;
- setting appropriate and demanding expectations;
- setting clear learning goals, building on prior attainment;
- being aware of and making provision for students' differing needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of long term plans;
- building positive relationships with students;
- implementing academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- using effective questioning, listening carefully to students, giving attention to errors and misconceptions
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- ensuring policies relating to student rewards and behaviour management are implemented to secure a well-ordered learning environment;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- contributing to the development of schemes of learning in the subject;
- liaising with the Subject Leader to ensure the implementation of department policy and best practice.

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## Monitoring, Assessing, Recording & Reporting

- assess how well learning outcomes have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and academy procedures;
- undertake assessment of students and participate in the academy's system for reporting to parents.

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## Pastoral Duties

- be a Form Tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Head of Year to ensure the implementation of the academy's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students.

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## Other Professional Responsibilities

- have a working knowledge of teachers' professional duties, teacher standards and legal liabilities;
- operate, at all times, within the stated policies and practices of the academy, in particular safeguarding responsibilities;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;

- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students;
- contribute to the corporate life of the academy through effective participation in meetings and systems necessary to coordinate the management of the academy;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools;
- take responsibility for own professional development and duties in relation to academy policies and practices including health & safety policies;
- liaise effectively with parents.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the academy and the professional development of the staff.

## Person Specification

	Criteria	How assessed *
Qualifications	Degree or equivalent in an appropriate subject	A/C
	Qualified Teacher Status	A/C
Experience	Teaching or teaching practice across a range of age and ability	A/I/R
	Use of a variety of teaching strategies and approaches	A/I
	Effective teaching and learning in the classroom	A/I/R
	Reflecting on and improving practice to increase student achievement	A/I/R
	Commitment to personal development and development of others	A/I
Knowledge	Up to date knowledge of the curriculum area	A/I/R
	Thorough knowledge of the role of literacy, numeracy & ICT	A/I
	Importance of teacher standards	A/I
	Strong understanding of national performance measures	A/I
	Principles that promote positive relationships and an excellent climate for learning	A/I
Skills & Abilities	Excellent classroom teacher or the ability to become one	A/I/R
	Ability to deliver engaging and motivating lessons	A/I/R
	Genuine passion and belief in the potential of every student	A/I
	Ability to develop learning resources and contribute to department schemes of work	A/I/R
	Effective and systematic behaviour management to promote positive relationships	A/I/R
	Good communication, planning and organisation skills	A/I
	Sensitive to the varying needs of young people and individuals	A/I/R

Personal Attributes	Enthusiasm, flair, energy and imagination	A/I
	Strong educational principles based on inclusion and equality	A/I
	Demonstrate resilience, motivation and commitment to raising standards	A/I
	High level of emotional intelligence, honesty and integrity	A/I/R
	Excellent communication skills	A/I
	Willingness to be involved in the full life of the academy including extra-curricular activities	A/I
	Good health and attendance record	R
	A commitment to the safeguarding and welfare of students	A/I/R

\* A – Application form; R – Reference; I – Interview; C – Certificates

Dinnington High School's mission is to help all students to "Achieve Excellence" via quality first teaching, responsive pastoral care and decisive leadership.

We welcome contact to discuss this post, as well as visits to our school.

Completed applications should be returned either by post to: Dinnington High School, Doe Quarry Lane, Dinnington, Sheffield, S25 2NZ or by email to [info@dinningtonhigh.co.uk](mailto:info@dinningtonhigh.co.uk)

The Learner Engagement and Achievement Partnership is committed to safeguarding and protecting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This post involves working with children and therefore if successful you will be required to apply for a disclosure of criminal records check at an enhanced level. Further information about the disclosure of criminal records can be found at <https://www.gov.uk/disclosure-barring-service-check>.

We undertake to make any "reasonable adjustments" to a job or workplace to counteract any disadvantages a disabled person may face.



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