



Alder Community High School

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Headteacher: Mrs M Critchlow BA (Hons) NPQH

Job title	Teacher of Geography
Grade and Salary (FTE)	MPR/ UPR
Contract	Full Time and Permanent
Responsible to	Curriculum Leader and SLT link

Job Description

Core Purpose

- To facilitate and encourage learning in the subject area which enables students to achieve high standards.
- To share and support the whole school responsibility for the well-being, education and discipline of all students.
- To undertake a particular area of responsibility within the department or whole school (UPS teachers).

Main Responsibilities

1. Set high expectations which inspire, motivate and challenge students:

- Establish a safe and stimulating environment for students, rooted in mutual respect;
- Set goals that stretch and challenge students of all backgrounds and abilities;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students:

- Be accountable for students' attainment, progress and outcomes;
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide students to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of excellence;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.

4. Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time;
- Promote a love of learning and academic curiosity;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to teaching;

- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students:

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- Make use of formative and summative assessment to secure students' progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities:

- 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 students' achievements and well-being.

9. Whole School Responsibilities:

- Adhere to all school policies and procedures.
- Take responsibility for promoting and safeguarding the welfare of all pupils.
- Demonstrate commitment to the Equal Opportunities Policy, to work positively and inclusively with colleagues so that the school provides a workplace and delivers services that do not discriminate against

people on the grounds of their age, gender, sexual orientation, marital status, race, religion, creed, colour, nationality, ethnic origin or disability.

- Work flexibly in the interests of the school (this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities).
- Actively participate in performance reviews at regular intervals in accordance with school procedures.
- Undertake training courses and engage with CPD as organised by the school where these will assist in the carrying out of the above duties, develop skills which may be required to fulfil those duties in the future or are required to fulfil legal requirements.
- Behave in a manner that ensures the security of property and resources.
- Demonstrate consistently high standards of personal and professional conduct as defined in the school Code of Conduct Policy.

Alder Community High School Commitment to the Safeguarding of Children and Young People

Alder Community High School is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education and The Education Act, we expect all staff and volunteers to share this commitment.