



Pathfinder

Multi Academy Trust

Providing an excellent education from age 2 to 19

TEACHER OF GEOGRAPHY (MATERNITY COVER)

Malton School

MPS

0.8 —1 FTE

Required from June 2025

Closing date: Monday 10th February 2025

Interview date: Wednesday 12th February 2025



Malton School
A Specialist Science School

Dear Applicant,

Thank you for your interest in the post of Teacher of Geography at Malton School. This document aims to give you some information about the school and the application procedure.

We are seeking to appoint a Teacher of Geography from 0.8—1 FTE, to join the successful and supportive Humanities Faculty on a fixed term basis to cover a maternity leave (until April 2026).

Please note, we do not produce a job specification for teaching posts as we expect our staff to meet and uphold the National Teaching Standards.

The school operates an iPad for Learning Scheme. Every member of staff has an iPad as well as a laptop and all students have an iPad.

The school has joined [Pathfinder Multi Academy Trust](#) and [Teaching School Hub](#) and we are also a member of the [Red Kite Teaching School Alliance](#). We share staff development programmes and opportunities within the MAT and the alliance, including leadership development and support for early career teachers.

I hope you will be interested in this post and I look forward to reading your application.

Yours sincerely,

Rob Williams
Headteacher

Job Title

Teacher of Geography (Maternity Cover)

Reports to

Faculty Leader for Humanities

Grade

MPS

Additional Information

Completed application forms should be posted or emailed to:

Claire Hardware, Headteacher's PA

Malton School
Middlecave Road
Malton
North Yorkshire
YO17 7NH

Email: cmh@malton.pmat.academy

Pathfinder Multi Academy Trust is an equal opportunities employer, committed to safeguarding and promoting the welfare of children. Enhanced DBS check required.

As part of our due diligence process an online search will be carried out on all shortlisted candidates. These checks are carried out to determine suitability to work with children and keep them safe. If you wish further information regarding these checks please contact 01904 806000.



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ABOUT MALTON SCHOOL



Malton School

A Specialist Science School

A friendly school providing a happy environment for personal development

Malton School serves a wide rural area of Central Ryedale, as well as the town of Malton itself. We currently have 1041 students on roll, including 254 in the Sixth Form; there are 62 teaching staff and 72 support staff. We are fully comprehensive. Our staff student relationships are excellent. Behaviour is extremely good. Most of our students move on to university and many of them to Russell Group universities. We offer a very happy and supportive community in which colleagues can further develop their career. The school is over-subscribed.

The school operates an iPad for Learning Scheme. Every member of staff has an iPad as well as a laptop and all students have an iPad.

The school has joined the [Pathfinder Multi Academy Trust](#) and [Teaching School Hub](#) and we are also a member of the [Red Kite Teaching School Alliance](#). We share staff development programmes and opportunities within the MAT and the alliance, including leadership development and support for early career teachers.

Benefits of working at Malton School

The school prides itself in being a supportive employer, offering favourable terms and conditions to facilitate outstanding teaching and learning. Some of the main additional benefits of working at Malton School include:

- PPA above the national expectation in response to staff delivery of a Personal Development Activity (PDA – see below).
- A strong bespoke staff development programme for all staff.
- Access to Employee Assistance Program
- Apple Distinguished School – your practice will be enhanced by having an iPad to utilise in the classroom.
- Being part of the Pathfinder MAT family.
- Membership of the Red Kite Teaching School Alliance.



Malton School was judged Good with Outstanding Sixth Form Provision in December 2023





The Humanities Faculty

The Humanities Faculty presently consists of ten specialist teachers who teach across Key Stages 3, 4 and 5. We work through consultation, collaboratively sharing ideas, approaches and resources. Whenever possible, faculty meetings have a practical focus aimed at continued professional development, where we debate, resource and test new teaching and learning ideas. Student progress and achievement are strong in Humanities at all Key Stages.

We are looking to appoint a Teacher of Geography who is creative, willing to embrace new ideas, reflective in their practice and forward thinking in their use of new technology.

The school has seven designated humanities classrooms including a new Humanities block. All staff are given a laptop and iPad, and every classroom is equipped with a TV which links to a teacher laptop or can be used for iPad casting. iPads are used extensively in the faculty as a learning tool. We have an exciting range of established extracurricular visits, which we plan to further expand.

Geography

At KS5 level we currently offer the Edexcel A-Level with which we enjoyed good academic results every year. Each year several students continue their studies at university on a range of related courses.

At GCSE we follow the Edexcel B Geography syllabus which enables a smooth transition through the Key Stages. The subject continues to increase in popularity with and increase to four classes in KS4 and two classes in KS5.

At KS3 our curriculum follows the National Curriculum with additional topics chosen to suit our geographical area.

The successful candidate's timetable will focus on KS3 & 4 only and may also give them the opportunity to widen their teaching experience through the delivery of some Relationship, Sex, Health, and Citizenship Education (RSHCE) lessons in KS3 and possibly KS4.

The School Curriculum

We operate a four-period day within a ten-day cycle. Each lesson is 75 minutes long. Students have 26 hours curriculum time each week, with the extra hour on a Thursday set aside for personal development (see below).

Key Stage 3

Students are placed in mixed-ability form groups. In Year 7, teaching is in mixed ability groups. In Years 8 and 9 setting is for Science, Maths and the group of subjects English, Geography, History, French, Spanish and Religious Education.

Key Stage 4

English (including Literature) Maths, Double Science, Religious Studies and Physical Education are compulsory. Students then choose four further options subjects (10% of curriculum time each). Where students choose triple science, this takes up one of their 4 option blocks.

Key Stage 5

Advanced Level courses are currently taught in Biology, Chemistry, Computer Science, Design Technology, Economics, English Literature, Fine Art, French, Geography, History, Maths, Maths (Further), Music, Photography, Physics, Physical Education, Politics, Psychology, Religious Education and Sociology. BTECs are offered in Food Science, Health and Social Care, and Sport and Cambridge Technicals are offered in Information

Technology, Business Studies, Digital Media and Performing Arts. Re-sit GCSE courses are also offered in English and Maths, together with an open access provision for IT skills acquisition.

Personal Development Activity

One hour per week is devoted to personal skills development. Staff offer nearly 40 different courses. Students choose a different course each term. The scheme is focused on character education and the development of the whole child. New members of staff would be expected to contribute to this programme.

Citizenship

Citizenship is taught to all students in Years 7 to 9 for one period per fortnight. This builds on a well-established programme of Personal & Social Education, complementing tutorial work and linking into the Careers programme.

Academic Structure

The academic work of the School is structured in Faculties. Each Faculty is led by a Faculty Leader and an Assistant Faculty Leader. In-service training is managed in consultation with Faculty Leaders. Funding for books and equipment is derived from a formula which takes account of the numbers and ages of students as well as the nature of the subject. Faculties are also able to bid annually for additional funding from the School budget, the Endowment Governors and the PTA.

The School Site

We are fortunate to enjoy a large site on the edge of Malton with views of both the North York Moors and the Yorkshire Wolds. The sports field accommodates three hockey, four football, one rugby and one cricket pitch. As well as an athletics track and hard court tennis courts / netball courts. Staff can use our sports facilities in the excellent sports centre. There is plenty of parking space for staff.

Malton School was founded in 1547, becoming a comprehensive school in 1971 with the merger of the original grammar school and the neighbouring county modern. The two buildings, known as East and West Wings, date from 1911 and 1958. As far as possible, subject departments are housed in one wing. Most members of staff are based permanently in one room.

We opened a new Science block with four new laboratories in 2004 on becoming a specialist Science School, resulting in a total of eight laboratories and associated preparation rooms. Our Food Technology rooms were totally re-furbished in 2011. In February 2011 Archbishop Sentamu opened a community sports centre and full-sized, floodlit, astroturf pitch on the school site, providing us with the best P.E. facilities in the area. A dance and drama studio was opened in September 2013. Fully refurbished DT rooms opened in September 2016. A new 4 classroom Humanities block was opened in September 2021. We recently opened an improved library and set of music facilities in September 2024.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- 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
- 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 pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, 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 pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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ABOUT PATHFINDER MULTI ACADEMY

Providing an excellent education from age 2 to 19



Setting the course

Formed in August 2016, Pathfinder is a successful well-established Multi Academy Trust serving more than 6,000 children and their families.

We are a flourishing and supportive learning community. A partnership of like-minded Church and Community Schools, where a clear and ambitious vision of a high quality inclusive education **sets the course** and permeates across all areas of school life. Pathfinder has a proven track record of **leading the way**. We are a Trust with strong examination results, high



Leading the way

quality teaching and learning, an inspiring curriculum, excellent opportunities for personal development and a wide, varied programme of extra-curricular opportunities.

We understand that achievement comes in many different forms and work collectively to **serve and inspire**, nurturing aspiration and promoting excellence in all our pupils. We value the uniqueness and diversity of each of our schools, celebrating this distinctiveness and the contributions they make to the wider Pathfinder community.



Serving and inspiring

Pathfinder Multi Academy Trust schools



ACOMB PRIMARY SCHOOL



Archbishop Holgate's School

A Church of England Academy Founded 1546



Badger Hill
PRIMARY SCHOOL



Clifton with Rawcliffe



Hempland
Primary School



Heworth
Church of England Primary School



Huntington
PRIMARY ACADEMY



Malton School
A Specialist Science School



New Earswick
Primary School



Poppleton Road
Primary School



Rufforth
Primary School
· Inspire · Care · Grow ·



St Barnabas
CHURCH OF ENGLAND PRIMARY SCHOOL



St Lawrence's
CHURCH OF ENGLAND PRIMARY SCHOOL



Tang Hall
Primary School



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BENEFITS OF WORKING AT PATHFINDER

Our range of employee benefits aims to support the health and wellbeing of our staff ensuring they are valued and supported throughout their time at work.

Staff benefits platform

Our dedicated employee benefits platform Vivup provides staff with access to all of our benefits in one easy to use and convenient place. Vivup also provides exclusive benefits through their platform, including discounts from major retailers as part of the lifestyle savings benefit and the option to spread the cost of purchasing items straight from your salary through the home and electronics and cycle to work benefits.



Lifestyle savings

Save on everyday essentials, enjoy money off at the movies and browse frequently updated deals across retail, food, shopping, travel, family essentials, dining out, leisure activities and much more. The lifestyle savings benefits include:

- Frequently updated discounts from the UK's leading retailers
- Updates to offers and discounts sent directly to your email
- New offers, brands, retailers and discounts added on a weekly basis

Home and electronics

Spread the cost of purchasing a range of tech, homeware and essential appliances from Currys, John Lewis and more with payments taken automatically from your salary. The home and electronic benefits include:

- An alternative to expensive credit cards and pay day loans with no deposit or credit check required
- Spread the cost of essential items via fixed monthly salary reductions
- Access a huge range of products for the home and garden including the latest tech products
- Fast home delivery within days of authorisation

Cycle to work

Save up to 42% on the latest bikes, high-vis clothing and safety accessories for your commute to and from work. The cycle to work benefits include:

- Staying fit, healthy and focused
- Avoid expensive petrol, parking and public transport costs
- A huge range of tax free bikes and safety equipment from one convenient location
- Spread the cost throughout the year with manageable reductions direct from your salary

TES Magazine subscription

All Pathfinder employees have unlimited access to the online TES magazine keeping you up to date with the latest education news, analysis and teaching and learning knowledge.



Pension Scheme

As an employee of Pathfinder Multi Academy Trust you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) Pathfinder also pays into the scheme on your behalf at the following rates (regardless of earnings):

Support Staff Pension Scheme

Pathfinder contributes an additional 20.4% of your salary

Teachers' Pension Scheme

Pathfinder contributes an additional 28.68% of your salary

Employee Assistance Programme

Making sure everyone at Pathfinder gets the support they need whatever their worries, the Employee



Assistance Programme provides specialist counselling and resources 24 hours a day, 365 days a year. The service is completely confidential and provides support by telephone or online from specialist call handlers and counsellors who understand the demands of working in education. You can also access:

- Emotional support and counselling
- Specialist information on work-life balance
- Financial and legal advice
- Management consultation to support those responsible for managing others
- Up to six sessions of face to face or telephone counselling
- Access to online Cognitive Behavioural Therapy (CBT)
- Information on local services such as elder care and childcare

Discounted bus travel

As part of the First Bus Commuter Travel Club, Pathfinder staff benefit from discounts on work and leisure travel using First Bus services. The benefits of the Commuter Travel Club include:



- Savings on discounted monthly bus tickets
- Unlimited bus travel within your chosen zone
- Mobile tickets delivered straight to the free First Bus App
- Automatic monthly ticket renewal
- Spread the cost of annual travel
- Price frozen for 12 months