

**Drapers' Academy**

## Vacancy Information

# Teacher of Geography

Required for April 2022

Main or Upper pay Scale includes Outer London Allowance

We are looking to appoint an inspirational, conscientious, committed Geography teacher to join our successful Humanities Faculty. All of our teachers work hard, not only to ensure all pupils reach their academic potential, but also to foster an understanding of the value and opportunities their individual subject offers.

The successful candidate will become an integral part not only of the Geography team and Humanities Faculty, but of the whole school. The post will appeal to recently qualified or experienced teachers wishing to join a dynamic and supportive team committed to the pursuit of excellence in the teaching of Geography. The Humanities faculty has expanded substantially in recent years and Geography is a popular subject at both GCSE and A level.

Drapers' Academy has much to offer:

- March 2020: **Ofsted Good** for all aspects including the Sixth Form
- All staff receive an iPad
- A clear vision to deliver high standards of education and serve our community
- State-of-the-art campus surrounded by acres of countryside
- Committed, generous sponsors: The Drapers Company and Queen Mary University of London
- Fully subscribed through the school
- An environment that promotes innovation
- Class size averaging 25
- Opportunities to teach across KS3, 4 and 5
- Free access to the Employee Assistance Programme provided by the Education Support Network, offering individual support, information and advice
- Centralised detention model
- Committed and supportive Senior Leadership Team
- Proactive staff led Wellbeing Team
- Our own 6th Form area dedicated to A Level teaching
- Membership of the Havering Teacher Training Partnership and the Ambition Institute to support ECT induction, teacher training and CPD of staff at all levels
- An employer who invests in the development of staff with a commitment to ongoing professional development
- Staff access to our gym
- Close proximity to the M25 (Junction 28, Brentwood) and the A12 for ease of access from London, Kent, Essex or Hertfordshire and ample secure on-site parking
- Short bus journey from Harold Wood (Cross Rail) train station

Applications are equally welcome from experienced teachers and ECTs. It is our practice to recruit staff to permanent positions via direct application rather than agency placement.

Applications should be made online. Full details of the post, including the link to the application form, can be found at [www.drapers-schools.com/44/current-vacancies](http://www.drapers-schools.com/44/current-vacancies)

We welcome staff who wish to visit the school in advance of application. To arrange this, please contact [slucey@drapersacademy.com](mailto:slucey@drapersacademy.com)

We reserve the right to close this vacancy early upon appointment of a successful candidate.

**Closing Date: 12pm on Wednesday 26th January**

*Drapers' Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are subject to enhanced DBS clearance and satisfactory employment references. Employees may be asked to work in any Drapers' Multi-Academy Trust location.*



## Faculty Information: **Humanities**

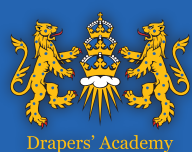
The Humanities Faculty at Drapers' Academy consists of 8 classrooms, a large store room and a large breakout space. Staff have access to a new set of chrome books as well as a faculty set of iPads and laptops. Humanities at Drapers' Academy incorporates a variety of subjects including History, Geography and RS at KS3 and 4 as well as A Level History, Geography, Sociology, Law and Politics.

At GCSE for Geography we offer the AQA qualification with trips to Stratford and Walton on the Naze. At A Level we use the OCR exam board. We follow an AQA specification for GCSE Religious Studies focusing on Christianity and Islam and the themes of relationships and families, religion and life, crime and punishment, human rights and social justice. Guest speakers from prison governors to animal welfare charities are often organised to complement this. For History we follow the Edexcel specification at both GCSE and A Level studying topics that include, medicine, The Cold War, Weimar and Nazi Germany, Henry VIII, 18th and 19th century British political reform, Italian unification and early modern witch hunting.

Professional development is a priority for the faculty and we subscribe to professional associations such as the Historical Association and NATRE as well as the Royal Geographical Society. The faculty is fortunate to include staff that have been at the academy for many years as well as early career teachers. We work in a collaborative way utilising frequent cluster meetings to share our resources, expertise and ideas.

The Humanities Faculty aims to put humanities learning at the heart of Drapers' Academy. This means that we aim for humanities to play a crucial role in the everyday development of all our pupils and believe that this will lead to them achieving not only academic success, but life success. Our vision is to help develop our pupils' awareness of the world around them, enhancing their cultural capital and increasing their opportunities. We want all pupils to develop a better sense of who they are through a closer relationship with the local community and believe in projects that empower them to learn more about local History, Geography and RS.

We take great pleasure in organising trips, clubs, guest speakers and a variety of events to support and enrich our pupils' learning.



## Job Description: **Class Teacher**

**Job Title:** Teacher (Secondary)

**Grade:** Main or Upper pay Scale includes Outer London Allowance

**Work Pattern:** Full Time/Part Time

**Reports To:** Head of Faculty

**Staff Managed (if any):** None

### **Main Duties and Responsibilities**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Principal.

- Teach allocated pupils by planning their teaching to achieve progression of learning through:
  - identifying clear teaching objectives and specifying how they will be taught and assessed
  - setting tasks which challenge pupils and ensure high levels of interest
  - setting appropriate and demanding expectations
  - setting clear targets, building on prior attainment
  - identifying SEN or very able pupils and plan to meet their needs
  - ensuring disadvantaged pupils are a strategic focus in your planning and feedback so they make progress in line with national expectations
  - providing clear structures for lessons maintaining pace, motivation and challenge
  - making effective use of assessment and ensure coverage of programmes of study
  - ensuring effective teaching and best use of available time
  - maintaining discipline in accordance with the school'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
    - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
    - select appropriate learning resources and develop study skills through library, I.C.T. and other sources
  - ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
  - evaluating own teaching critically to improve effectiveness
  - ensuring the effective and efficient deployment of classroom support.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work and set targets for progress.
- Assess and record pupils' 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 pupil is achieving.
- Undertake assessment of students as requested by examination bodies, departmental and school procedures.
- Prepare and present informative reports to parents.
- Contribute to the whole school's planning activities.
- Be a form tutor to an assigned group of students.
- Play an active role with after-school enrichment activities.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Pastoral Managers to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Contribute to the preparation of Action Plans and progress files and other reports.
- 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 and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.
- Contribute to PSHCE and citizenship and enterprise according to school policy.
- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Know subject(s) or specialism(s) to enable effective teaching.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Collaborate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools.
- Take responsibility for own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents and governors.

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 a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

### **Additional duties**

- Comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
- Engage in relevant continuous professional development opportunities and performance management/review arrangements.
- This job description details responsibilities but is not prescriptive and does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not necessarily a comprehensive definition of the post, and the post holder may be required to undertake other duties and responsibilities commensurate with the grade and scope of the post. This job description may be subject to amendment, to meet the changing needs of the Academy, following appropriate consultation.