

ASPIRE.  
BELIEVE.  
ACHIEVE.



CALDEW  
SCHOOL

WHERE EVERY STUDENT

IS SUCCESSFUL TODAY

AND PREPARED

FOR TOMORROW.

POST AND APPLICANT INFORMATION.

## TEACHER OF GEOGRAPHY

<b>Salary:</b>	<b>MPS/UPS</b>
<b>Contract Term:</b>	<b>Full time or part time, permanent</b>
<b>Start date:</b>	<b>1<sup>st</sup> September 2026</b>
<b>Closing date:</b>	<b>Monday 27<sup>th</sup> April 2026</b>
<b>Interview date:</b>	<b>Friday 1<sup>st</sup> May 2026</b>

We are seeking to appoint a dynamic and well qualified Geography teacher who is passionate about their subject and dedicated to ensuring all students are encouraged and motivated to achieve their potential. The Humanities Faculty, which includes Geography and History, plays a pivotal role in the success of Caldew School ensuring that standards of teaching and learning are achieved by all students working within the subjects.

We have developed an innovative and progressive curriculum in the Humanities faculty which is supported by a vibrant programme of extracurricular and enrichment activities. Students studying the different humanities subjects can better appreciate the world, how the past has shaped our future and the multi-cultural society in which we now all live. Students will be able to make sense of the modern world, helping them to become valuable citizens and provide context and background for all other human activity. The Humanities subjects are vital to any students' education.

Please indicate on your application whether you wish to apply for a part-time or full-time role.

### Safeguarding Statement

Caldew School is committed to the protection and safety of its pupils and expects all staff and volunteers to share this commitment. An online search will be carried out for shortlisted candidates. The successful applicant will be required to undertake a criminal record check via the DBS. Our safeguarding policy can be found at:

<https://caldew.cumbria.sch.uk/our-school/policies-documents/>

### Equal Opportunities Statement

We are an equal opportunity employer. We want to develop a more diverse workforce and we welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met. We are committed to employing disabled people making reasonable adjustments to support applicants when required

### Application Process

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification

## POST AND APPLICATION INFORMATION

Short listed applicants may be screened prior to interview by checking social media. The purpose of this is to ascertain if the applicant demonstrates behaviour that is suitable for employment in a school environment. References will be requested prior to interview.

We are committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

### DEPARTMENT INFORMATION:

We are an experienced, lively and friendly team who work closely together in a very supportive environment. Each member contributes to the development of the department by sharing responsibilities. We believe in working collaboratively and sharing best practice at every opportunity.

In recent years, we have worked collaboratively on developing the curriculum. The Key Stage 3 curriculum is ambitious and challenging and is designed to prepare students thoroughly for the challenges of GCSE. Each element of the GCSE curriculum can be traced back through Key Stage 3, developing these skills in engaging ways. At Key Stage 4 we teach the AQA specification. The course is well structured with an emphasis on geographical skills, providing a balanced curriculum of both Human and Physical Geography. Our results in recent years have been at or above the national average. It also prepares our students for Sixth Form where students study the Edexcel specification. Fieldwork is an integral part of Geography teaching at Caldew. Uptake is very strong and it is a popular choice amongst students both at Key Stage 4 and Key Stage 5 where excellent working relationships are fostered.

### JOB DESCRIPTION:

**Job Title:** Teacher of Geography

**Reports To:** Head of Humanities

#### Key Responsibilities

##### 1. Teaching and Learning

- Deliver consistently high-quality teaching across Key Stages, ensuring lessons are well-structured and engaging.
- Plan and deliver lessons that are challenging and rooted in strong subject knowledge.
- Implement a consistent approach to adaptive teaching to meet the needs of all learners, including SEND, disadvantaged and High Prior Attainers.
- Ensure a strong focus on securing strong outcomes through evidence-informed teaching.
- Promote high expectations of behaviour, effort and presentation in all lessons.

##### 2. Professional Development (CPD)

- Engage fully in high-quality CPD in line with whole-school priorities.
- Actively reflect on and develop teaching practice through coaching and feedback.
- Develop subject knowledge and pedagogy to improve classroom practice.
- Take responsibility for identifying personal development needs and acting upon them.

### 3. Coaching and Mentoring

- Engage positively with coaching and feedback to improve teaching practice.
- Work collaboratively with colleagues to plan, deliver and refine lessons.
- Support and contribute to a culture of professional learning within departments.
- Where appropriate, support Early Career Teachers (ECTs) or trainees.

### 4. Data and Performance Monitoring

- Monitor student progress and attainment across classes and key groups.
- Use assessment effectively to identify gaps in knowledge and address misconceptions.
- Contribute to the implementation of Key Assessment Tasks (KATs) and use outcomes to inform teaching.
- Implement interventions to support students who are underperforming.
- Ensure all groups of students, including disadvantaged, SEND and High Prior Attainers, make strong progress.

### 5. Team Collaboration and Contribution

- Contribute positively to departmental and whole-school priorities.
- Work collaboratively with colleagues to ensure consistency in curriculum delivery and teaching.
- Support the implementation of departmental plans and agreed approaches.
- Engage in quality assurance processes, including learning walks, work samples and student voice.
- Share good practice and contribute to a culture of professional learning.
- Uphold high expectations, professionalism and a commitment to continuous improvement.

## TEACHING STAFF

Teachers at Caldew School work within the requirements of the School Teachers' Pay and Conditions Document (STPCD). All teaching staff are expected to implement school policies consistently to ensure the smooth and effective running of the school.

They contribute to the delivery of the school's long-term aims through high-quality teaching, curriculum implementation and ongoing professional development. Staff are expected to make a full contribution to the wider life of the school in order to secure the best possible outcomes for students. All teachers at Caldew School are committed to ensuring that students know more and remember more over time, through a consistent focus on high expectations, strong curriculum delivery and effective teaching.

All teaching staff are required to attend meetings with colleagues, students, parents and governors as directed within the school calendar. Directed time will not exceed 1265 hours, or the pro-rata equivalent.

All staff are expected to meet the Teachers' Standards (2013) and demonstrate the highest standards of professionalism, conduct, appearance and commitment within the school and wider community.

Note: The duties required of all teachers under Pay and Conditions legislation form part of this job description. This document is not exhaustive and will be reviewed annually and may be amended following consultation.

## POST AND APPLICATION INFORMATION

### FORM TUTOR – Key Responsibilities

- Ensure that all students are ready to learn by maintaining high expectations around attendance, punctuality, conduct, uniform and equipment.
- Actively monitor and support students' academic progress through effective mentoring and regular review.
- Support, advise and encourage students to raise aspirations and achieve their potential.
- Act as a key point of communication between home and school.
- Celebrate student achievement, both informally and through the school's reward systems.
- Deliver effective mentoring and coaching, particularly at key reporting points.
- Monitor attendance and punctuality, addressing concerns promptly and effectively.
- Track students' progress across subjects, challenging underachievement and supporting improvement.
- Promote engagement in enrichment, extra-curricular activities and wider school life.

### PERSON SPECIFICATION:

#### QUALIFICATIONS

Essential	Desirable	Evidence
Good honours degree in relevant subject	Further relevant qualifications	Application, References
Qualified Teacher Status (QTS) or ITT trainee	Evidence of professional development	Application, References
Recognised teaching qualification (PGCE/BEd)		Application, References

#### EXPERIENCE AND SKILLS SPECIFIC TO TEACHING

Essential	Desirable	Evidence
Teaching KS3 and KS4	Experience teaching KS5	Application, References, Teaching Task, Interview
Strong subject knowledge and enthusiasm	Experience in more than one school	Application, References, Teaching Task, Interview
High-quality teaching securing outcomes		Application, References, Teaching Task, Interview
Use of adaptive teaching		Application, References, Teaching Task, Interview
Commitment to inclusion		Application, References, Teaching Task, Interview
Pastoral contribution		Application, References, Teaching Task, Interview

## POST AND APPLICATION INFORMATION

### CURRICULUM UNDERSTANDING

Essential	Desirable	Evidence
Knowledge of curriculum and exam specs	Awareness of whole-school priorities	Application, Teaching Task, Interview
Understanding of sequencing	Experience of curriculum development	Application, Teaching Task, Interview
Deliver well-structured curriculum		Application, Teaching Task, Interview
Use assessment effectively		Application, Teaching Task, Interview
Commitment to curriculum development		Application, Teaching Task, Interview

### CONTINUED PROFESSIONAL DEVELOPMENT

Essential	Desirable	Evidence
Commitment to CPD	Experience contributing to curriculum	Application, Interview
Reflect on practice and respond to feedback	Supporting trainees/ECTs	Application, Interview
Contribute to department and school		Application, Interview
Collaborative working		Application, Interview

### INTERPERSONAL SKILLS

Essential	Desirable	Evidence
Strong communication	Confidence sharing practice	Application, Interview, Teaching Task, References
Build relationships		Application, Interview, Teaching Task, References
Team working		Application, Interview, Teaching Task, References

### PERSONAL QUALITIES

Essential	Desirable	Evidence
Professionalism and resilience	Extra-curricular contribution	Interview, References
Commitment to outcomes		Interview, References
High expectations		Interview, References
Initiative and adaptability		Interview, References
Safeguarding commitment		Interview, References