Jack Hunt School (Trust)

A Specialist Language College and Sports College

Bradwell Road, Peterborough, PE3 9PY
Tel. 01733 263526 Fax 01733 330364
email info@jhs.pkat.co.uk
website ~ www.jackhunt.net

CEO & Headteacher: Ms P J Kilbey, BEd (Hons), PG Dip Ed, NPQH
Headteacher: Ms K A Simpson-Holley, MA (Hons) Cantab MA PGCE NPQH

Group 8 (11-18), Roll 1766 (206 in Sixth Form)

"A securely good school" – Ofsted January 2017

TEACHER OF GEOGRAPHY

Required from September 2022, an enthusiastic teacher to join a successful and well-resourced curriculum area. Applications are welcomed from newly qualified teachers and experienced teachers.

The successful candidate will be required to teach both Key Stage 3 and Key Stage 4; with the possibility of Key Stage 5.

We deliver a knowledge-engaged and challenging curriculum that aims to build student confidence, progress and attainment across the key stages by covering a wide range of physical and human geography.

Jack Hunt is an oversubscribed 11-18 vibrant, multi ethnic co-educational, comprehensive school with outstanding community cohesion.

The school provides an exceptional in-house CPD programme to enhance career development. If you want to truly make a difference to the lives and aspirations of our students we look forward to hearing from you.

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Further details and how to apply are available on the Jack Hunt School website: www.PKAT.co.uk/vacancies

Closing date: Monday 23 May 2022 at 9.00 am



Our Head Prefect Team 2021-2022

JACK HUNT SCHOOL (TRUST)
A Specialist Language and Sports College

Bradwell Road, Peterborough, PE3 9PY Tel: (01733) 263526 Fax: (01733) 330364 web: www.jackhunt.net email: info@jackhunt.net
CEO Peterborough Keys Academies Trust and Headteacher: Ms P J Kilbey, BEd (Hons) PG Dip Ed NPQH
Headteacher: Ms K A Simpson-Holley, MA (Hons) Cantab MA PGCE NPQH Deputy Headteacher: Ms A M Ford, MA (Hons) Cantab Med PGCE AST

Welcome Letter from the Headteachers

May 2022

Dear Applicant

Application for post of Teacher of Geography

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Thank you very much for your interest in the above vacancy. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care.

Our priorities as a school are to continue the laser sharp focus on raising attainment and improving progress whilst providing a caring and aspirational environment for our students where they are given a range of opportunities to experience and excel in. We are an inclusive, truly comprehensive school committed to achieving the best outcomes for all our students. We want them to achieve more than they themselves thought possible.

We have won a number of Awards for our work, especially the exceptional progress our students make from their starting points; our students attend Russell Group Universities; represent England and Great Britain in a range of Sports; and contribute positively to the school and wider community. The successes we have had and the excellent reputation we have in the City has been as a result of the relentless hard work of the entire staff body.

In this post we are seeking someone who is keen to develop professionally and who is prepared to work in a collaborative way with colleagues. Individual contribution to teamwork and a positive 'can do' outlook is essential.

Our selection criteria for the post are clearly outlined in the documents on the school website for applicants. If you do truly want to make a difference to the lives and aspirations of our students and if you aspire to work in a supportive, professional environment with a learning and reflective culture, we would be very pleased to receive an application from you.

Yours sincerely

Ms P J Kilbey
Headteacher
CEO for Peterborough Keys Academies Trust

Ms K Simpson-Holley
Headteacher



Our Head Prefect Team 2021-2022

THE GEOGRAPHY DEPARTMENT

Geography is taught by a dedicated and conscientious team of five specialist teachers who strive to best prepare our students for the future by developing an awareness of the world we live in. The team adopts a collaborative approach to constantly look to improve methods of teaching and learning. The teamwork ethos within the department means that it is a very supportive working environment, committed to encouraging and helping students to achieve their potential.

Regular department meetings allow for organisation and development within the department, the sharing of new ideas and promoting good practice. In addition, ideas, experience and support are shared informally. Such a supportive team is key to the success of the Geography department. The curriculum area is overseen by a member of the Senior Leadership Team (SLT).

A highly competent level of support is also available from the Learning Support Department and there is a successful record of collaborative teaching involving them and Geography teachers, both within the classroom and in the field.

The Geography department is based in in a modern teaching block and has four spacious, well-equipped classrooms and an office shared with other subject staff. The subject is very well resourced, with a series of comprehensive schemes of work for all Key Stages. These are regularly reviewed and developed throughout each academic year to reflect the key learning skills required for geography teaching in today's modern world. Together with new resources there are well-established banks of materials developed within the department. These cater for all abilities through a range of differentiation methods. Teachers are encouraged to develop and share resources within the department. The standards of presentation and reproduction of materials is very high. Information Technology is an area of real growth within the school and this is clearly evident within the Geography department, most recently through the school's iPad initiative, whereby all KS4 and 5 students are able to utilise their learning through their individual tablets within their geography lessons.

We deliver a knowledge-engaged and challenging curriculum that aims to build student confidence, progress and attainment across the key stages by covering a wide range of physical and human geography. Throughout Years 7 to 11 pupils are organised into mixed ability groups. In the past fieldwork visits have been organised for all key stages and we very much welcome a time whereby these can yet again be enjoyable experiences for students to widen their cultural capital, and make real life links with our subject beyond the classroom.

GCSE is a popular option, whereby students follow the Edexcel A syllabus. At present there are two compulsory fieldwork days that are carried out alongside the specification; focusing on coastal and urban studies. At A Level, students continue to develop their understanding by following the Edexcel syllabus. There are four compulsory fieldwork days that are carried out, currently this involves a residential trip to the North Norfolk coast and their local area of Peterborough.

PETERBOROUGH KEYS ACADEMIES TRUST

GENERIC JOB DESCRIPTION - SUBJECT TEACHER

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Post: **Geography Teacher**

Accountable to: **Curriculum Area Leader**

Date reviewed: **February 2019**

The following job description refers to the main duties and accountabilities of a Subject Teacher.

Purpose of the Job:-

To provide high quality lesson planning, preparation, teaching and assessment to allocated classes and students.

In respect of these duties the Subject Teacher is accountable to and supported by the Curriculum Area Leader.

The Main Accountabilities are:-

Teaching and Learning

- To teach assigned classes as appropriate.
- To develop appropriate materials and teaching methods which take into account each student's individual needs.
- To treat all students fairly, with equality of regard for gender, religion, culture and social context.
- To employ a variety of motivating and stimulating approaches to student learning.
- To plan lessons carefully, taking into account the need for differentiation and relevant schemes of work.
- To set and assess homework in accordance with the school policy.
- To contribute to the teaching of whole school developments e.g. ICT, Numeracy, Literacy, Work Related Learning and Citizenship/PDE, incorporating them into lessons as per schemes of work.
- To ensure high standards of effort, accuracy and presentation are encouraged.

Behaviour Management

- To apply the correct procedures to ensure good behaviour as outlined in the school's Behaviour for Learning Policy.
- To be in the corridor awaiting the arrival of the students, where possible.
- To ensure that students enter the room and exit quietly and calmly and sit in their allotted place.
- To record student attendance at each lesson.
- To reward good behaviour and achievement in accordance with the school's Reward Policy.
- To ensure that mutual respect, self-discipline, mature behaviour and good work habits are encouraged.
- To create a classroom environment where all students feel valued.

Monitoring and Assessment

- To assess students accurately using relevant National Curriculum Level descriptions, criteria from national qualifications, predictive data etc. and use the assessment as a basis for setting targets with high expectations that students will achieve their potential and beyond.
- To use SATs, NFER, SIMS, 4MATRIX, ALPS Connect to identify vulnerable students and then use appropriate intervention strategies to improve their attainment and progress. The focus for Pupil Premium students is to close the gap against national figures and within the school.
- To provide opportunities for students to assess, reflect on and improve their performance.
- To mark students' work on a regular basis in line with the school/ department's Marking Policy.
- To write reports to parents for all students in accordance with the school policy.

Performance Management

- To maintain an up-to-date knowledge of subject areas and national educational strategies.
- To undertake relevant professional development to participate in the school's Performance Management scheme, liaising with Team Leader/Curriculum Area Leader about appropriate Performance Management objectives and aiming to meet all objectives.

Health, Safety and Resources

- To ensure that the classroom is a well organised learning environment.
- To ensure that classroom displays are up-to-date, motivating, in good condition and support learning.
- To ensure that classrooms are left tidy at the end of each lesson. To report any damage promptly to the Curriculum Area Leader.
- To contribute to the development of up-to-date resources for departmental use in the classroom and for communal areas of display.

Duties

- To contribute and co-operate as a member of a team in the creation of schemes of work, shared resources, departmental planning, attendance at meetings.
- To carry out two supervisory duties each week ensuring that the duty is covered in times of absence.
- To fulfil the role of Personal Tutor (please refer to your Personal Tutor job description).

Collaborative Work

- To support collaborative partner work with schools, colleges, universities and businesses, where appropriate.
- To maintain a good relationship with all stakeholders in the community.
- To show a willingness to be involved in extra-curricular activities and whole school initiatives.
- To support the school in its commitment in safeguarding and promoting the welfare of children and young people.

Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the "Conditions of Employment of School Teachers" schedule 3 of the Teachers Pay and Conditions Act 1991, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

This job description will be reviewed periodically.
This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

JACK HUNT SCHOOL

GENERIC JOB DESCRIPTION – PERSONAL TUTOR

Accountable to: **Head of House**

Date reviewed: **February 2019**

The following job description refers to the main duties and accountabilities of a Personal Tutor.

The Purpose of the Job:-

To ensure students' well-being and personal development and learning by collaborating/liaising with other staff and parents and assisting where appropriate in work with external agencies.

The Personal Tutor will receive support from the Head of House and Student Support Officer and the wider pastoral team attached to the House team, to enable these duties to be fulfilled effectively.

The Main Accountabilities are:-

Registration Duties

- To be responsible for the good order and safety of the Tutor Group during Lesson 5.
- To complete registers according to agreed school procedure.
- To monitor absences and positively encourage attendance and punctuality and where necessary take follow-up action as per agreed procedures.
- To check uniform, encourage pride in uniform and issue uniform cards where necessary. Persistent refusal to adhere to the uniform policy must be referred to the Head of House.
- To check and sign student planners once each week for parent signature and any relevant communication.
- To communicate information provided from staff briefings and other sources.
- To carry out the planned activity for the day including the 'Thought for the Day' and SEAL (Social, Emotional Aspects of Learning) as directed by the Head of House.
- To report promptly to the classroom teacher/Head of House damage to furniture and fittings in the Form room.
- To attend relevant assemblies and monitor behaviour of students during this time.

Monitoring, Support and Assessment

- To have an oversight of the general welfare of students whilst at school and endeavour to follow up any individual personal needs.

- To use student attainment data (SATs, NFER, 4MATRIX, ALPS and Connect) to track student progress, assist students in setting their personal targets across the curriculum and endeavour to provide support for all students. The focus for Pupil Premium students is to close the gap against national figures and within the school.

- To write reports to parents and ensure they are collated for despatch at the agreed times and the returns are checked where necessary.

- To attend Head of House meetings.

- To assist in consultation regarding the students, including Individual Educational Plans (IEPs), Special Educational Needs/Disability (SENCO), CiC, (SENs) review meetings and liaison with outside agencies.

Rewards and Sanctions

- To implement the school policy on Behaviour for Learning.

- To monitor and record rewards and sanctions and report to Head of House.

Liaising with Others

- To liaise closely with Subject Teachers, Head of House, Student Support Officer, Learning Support Department and parents regarding the educational progress, welfare and behaviour of students.

Performance Management/Professional Development

- To liaise with the Head of House about pastoral professional development needs and Performance Management objectives, if appropriate.

- To undertake Professional Development concerned with the role of the Personal Tutor.

Staff Attached to a House

All staff attached to and supporting the Head of House should implement this job description. They should check with the Head of House if they are unsure of their duties.

Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the "Conditions of Employment of School Teachers" schedule 3 of the Teachers Pay and Conditions Act 1991, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

APPOINTMENT OF GEOGRAPHY TEACHER

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Post

We require an enthusiastic, qualified teacher to join the Geography Curriculum Area. We welcome applications from trainee, newly qualified or experienced teachers.

The successful applicant will be prepared to play a full part as a team member in the development of the departments.

If appointed you will, besides teaching Geography, join a House team in the school and will have responsibility for a Vertical Tutor Group of around 20 students from Years 7 to 13. General job descriptions for both Subject Teacher and Personal Tutor are found on the school website.

Person Specification

Applicants will be judged against the criteria, in the table on the next page.

Pay and Conditions of Service

Teachers are employed at the school under the pay structure and conditions of service agreed nationally and as set out in the "School Teachers Pay and Conditions Document 2020". The Governors have their own pay policy in line with this document.

The successful applicant will be registered with the Teaching Regulation Agency (TRA) and will be contracted to the Teachers Superannuation Scheme unless he/she opts out.

The Trustees of the school fully recognise the teacher associations and unions and a mechanism is in place for consultation with Union representatives on relevant issues.

If you are appointed to a teaching post, it will be on the understanding that you are prepared to undergo a Enhanced DBS check and if necessary, a medical examination.

Relocation

You may qualify for the school's relocation package, details of which are found in the Information Booklet for Applicants on the website.

Application Procedure

To apply you will need to go the Careers Page on our school website www.pkat.co.uk/vacancies and click on the relevant post and then click on apply now button. As part of the online application, you are invited to demonstrate how you fulfil some of the criteria listed in the person specific information listed on the following page.

Closing date is **Monday 23 June 2022 at 9.00 am.**
Thank you in advance for your application. If you have had no response by Friday 10 June 2022 please assume that on this occasion your application has not been successful. **We are unable to reply to all candidates who apply for positions in the school to inform them that they have not been shortlisted.** However, I hope you will obtain a suitable appointment in the very near future.

Generic Person Specification (CPS)

Attributes	Essential	✓	Desirable	✓	How Assessed
1. Qualifications and Training	• Qualified Teacher Status • Graduate		• Evidence of a commitment to continuing professional development		• Application form • Letter of application • References
2. Experience	• Evidence of effective teaching to the secondary age group • Experience of teaching a wide range of ability including SEN and Gifted and Talented • Demonstrate a high regard for the safeguarding of children • Experience of contributing to school life beyond the classroom		• Experience of a multi-cultural school • Experience of a large 11-18 school		• Application form • Letter of application • References • Interview • Teaching task
3. Knowledge and Understanding	• Secure subject knowledge • Ability to teach to GCSE or equivalent • Ability to teach 'A' Level • Understanding of equal opportunities issues in schools • Knowledge and understanding of how to enhance literacy, numeracy and ICT in teaching		• Keep abreast of subject developments • Sound knowledge of national policies and developments in education		• Application form • Letter of application • References • Interview • Teaching task
4. Skills and Personal Qualities	• Able to communicate effectively orally and in writing • Ability to form good relationships with students, adults and parents • Proven classroom management skills • Ability to work collaboratively within a team • Ability to be well organised and efficient including completing agreed tasks within set timescales • Ability to use ICT packages and systems • A commitment to the aims and values of the school • Ability to fulfil all spoken aspects of the role with confidence through the medium of English.				• Application form • Letter of application • References • Interview