



JUBILEE HIGH SCHOOL

TEACHER OF GEOGRAPHY

Application Pack



Bourne Education Trust



WELCOME MESSAGE

Mark Conroy **Headteacher**

Thank you for your interest in the role of Teacher of Geography at Jubilee High School. We look forward to learning more about you, and to you learning more about our organisation, our ambitious aims, and our remarkable staff and children.

Jubilee High School is a high performing comprehensive school in Addlestone, serving the educational need of families in Runnymede, Woking and Elmbridge.

We are committed to ensuring that every child thrives during their time with us - our priority as a school is to ensure our students achieve more than they thought possible. Our aim is to create lifelong learners who will be resilient, open minded, aspirational and reflective, ready to take on any challenges in life beyond Jubilee High School.

Our students benefit from an extensive range of artistic, cultural and sporting activities, ensuring students enjoy a personalised pathway which allows ALL to flourish. The school also has a specialist centre for communication and interaction needs.

For more information on what Jubilee High School has to offer, please visit the website www.jubileehigh.surrey.sch.uk or call 01932 884 800 to arrange a visit.



JUBILEE HIGH SCHOOL OVERVIEW



ABOUT US

Jubilee High School is a successful and popular secondary school, providing education to children within our local area and is an integral part of the community.

"Transforming schools...changing lives" is at the heart of everything we do and being part of BET allows us to work closely with other BET schools in ensuring our students receive the best education during their time at Jubilee High.

We are committed to ensuring that every child thrives during their time with us – our priority as a school is to ensure our students achieve more than they thought possible. In March 2024, we were very proud to receive our very strong 'Good' Ofsted grading!

The school has recently completed a 3-year redevelopment plan which has seen a huge investment in our school, and we are very pleased to offer first-class facilities including a new business resource centre (BRC), personalised learning hub, theatre, dance studio, rowing suite and squash courts and over 45 clubs within our enrichment programme.

CONTEXT

Students and parents of Jubilee High are very positive and complementary about the culture of learning we set, with staff having the highest expectations for each and every child. Our students benefit from an extensive range of artistic, cultural and sporting activities and enjoy a broad, balanced and engaging curriculum. The school also has a specialist centre for communication and interaction needs.

Jubilee High students receive excellence and enjoyment from their education, supported by caring and skilled staff.

Parents and students who choose Jubilee High are assured of high standards of teaching and learning in a modern, well-equipped environment.

OFSTED

OFSTED INSPECTION MARCH 2024

Pupils are proud to attend Jubilee High School. Many recognise and enthuse about how their school has improved over recent years. They value how positive relationships with staff help pupils to perform beyond their own expectations, both academically and across the wider curriculum. Pupils typically enjoy their learning and relish the wide range of extra-curricular clubs and activities on offer. As one pupil keenly shared, ***"Teachers here go above and beyond. They put in so much time and effort because they really want us to succeed."***

There are high expectations of pupils across the school. Staff work together to ensure that pupils learn confidently across most of the curriculum.



OUR VISION & VALUES

'Every individual learns, achieves, thrives'



OUR VALUES

School life is based around our core teaching and learning value.

EILAT:

- Expectations
- Intervention
- Lifelong learning
- Assessment
- Tracking progress



OUR VISION

At Jubilee High School we seek to be a school that appreciates and develops the talents and skills of each individual. We endeavour, through active partnership with home and the wider community, to prepare our students to face the future with confidence and take up the opportunities and challenges of life in the 21st Century.

Our students, staff and parents are proud to be actively engaged members of the school community, demonstrating a culture of respect for the school and its values.



BOURNE EDUCATION TRUST OVERVIEW



ABOUT BET

Bourne Education Trust ('BET') is a successful multi-academy trust made up of twenty three schools (plus three further associate schools), across primary, secondary and specialist school phases in Surrey, Hampshire and the London Borough of Richmond upon Thames. Specialising in supporting schools to improve their performance, BET continues to grow a community of like-minded academies with the highest aspiration and dedication to achieving the best outcomes for their learners.

At BET, we are responsible for the education of approximately 13,000 pupils and employ a dedicated team of just over 1,500 staff members. Our organisational structure is designed to facilitate collaboration and innovation, with schools grouped into phases and clusters to further allow specialised and cross-phase work.

The size of our schools range from a one-form entry primary to an eight-form entry secondary school with a sixth form, however schools are equally important and carry the same influence in terms of decision-making in line with our commitment to inclusivity and fairness.

Central to our mission is the belief that every child, regardless of their background, deserves access to a high-quality education and as an employer we know that our people are the key to our success – so for this reason you will find a culture of excellence across our schools, inspiring confidence and belief in our communities.

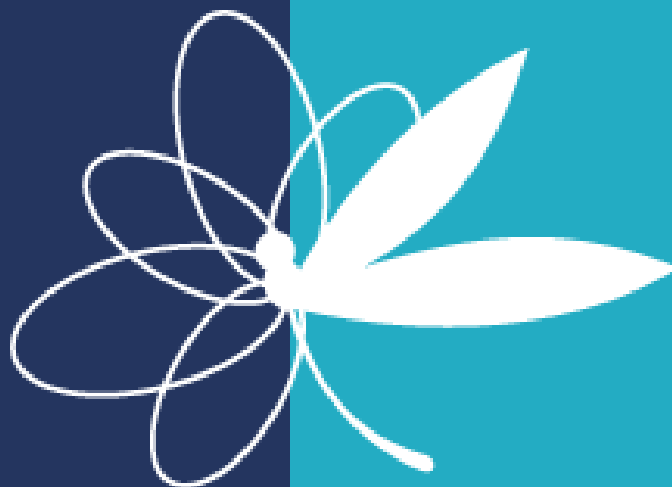
BET VALUES

BET's values are summarised by our strapline: 'Transforming schools; changing lives'. We absolutely believe that all children regardless of context or background deserve a great education, hence our involvement in schools and communities that have not always experienced this. Whilst we want our schools to retain their own identity, all BET schools share environments that are extremely warm and welcoming, professional, relentlessly positive, highly aspirational and characterised by happy and safe pupils with excellent relationships between them and the staff. In all classrooms and beyond pupils enjoy creative and effective teaching and learning that fosters belief and confidence.

BET PHILOSOPHY

Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the responsibility that brings. We are highly focussed on our work on equality, diversity and inclusion ('EDI') and environment, social and governance ('ESG') to ensure our organisation is highly sustainable and a driver for social justice. This permeates through our Trust-wide think tank, our CPD offer and our quality assurance approach.

For more information, please visit our website www.bourne.education.





BET BEHAVIOURS

4 shared behaviours - we are reflective, aspirational, optimistic and inclusive.

REFLECTIVE

- ✓ Being outward facing and continually scanning the horizon
- ✓ Making decisions carefully, drawing on evidence, risk analysis and research
- ✓ Deploying school resources so they are sustainable and have long-term impact to safeguard the future for our young people
- ✓ Learning without borders by working with and learning from different phases, specialisms and sectors

ASPIRATIONAL

- ✓ Creating a culture of high performance and professionalism where morale, health and wellbeing are high
- ✓ Holding one another to account and having the courage to challenge and to question
- ✓ Creating great places to work where people feel supported, empowered and encouraged to achieve their ambitions
- ✓ Creating community confidence and pride in our schools and Trust

OPTIMISTIC

- ✓ Being resilient, energetic, proactive and positive whilst taking responsibility for solving issues
- ✓ Believing that everyone has potential, is valued and can contribute Clearly identifying and sharing why we do what we do
- ✓ Focusing on the team's outcome and not just the individual

INCLUSIVE

- ✓ Acting as a positive force for equality; creating communities where everyone can be their authentic self and have a sense of belonging
- ✓ Committing to social justice and sustainable leadership whilst acting with humility and integrity
- ✓ Learning about our biases and blind spots and challenging expectations and stereotypes
- ✓ Showing high levels of emotional intelligence, being highly visible and communicating precisely, accessibly, and confidently

JOB DESCRIPTION



Role information

Location:	Addlestone, Surrey
Position:	Teacher of Geography
Contract:	Permanent, Full-time
Salary:	£33,075 - £50,471 Teachers Main / Upper Payscale
Benefits:	Workplace pension through LGPS; generous holiday entitlement; occupational sick pay; recognition policies for exceptional performance and long service; ongoing training, learning and development opportunities; HR and wellbeing support; family friendly policies; network of support in HR, finance, ICT and legal

Teacher of Geography

Responsible for the learning and achievement of all pupils in the class, ensuring equity of opportunity for all, achieving the highest possible standards in work and conduct. All teachers are required to carry out the professional duties and responsibilities of a schoolteacher as defined by 'Teachers' Standards' and set out in the current 'School Teachers Pay and Conditions Document'.

Reporting to

Head of Department and ultimately Headteacher

JOB DESCRIPTION



Main Duties and Responsibilities

Teaching and Learning

- Deliver the curriculum as relevant to the age and ability of the individuals and classes you teach, preparing and developing teaching materials, programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of all pupils within your class/es, planning effectively to ensure that pupils have the opportunity to meet their potential
- Be aware of pupils' capabilities, planning effectively to meet the needs of pupils with Special Educational Needs and work in collaboration with the SENCo to make an appropriate contribution to and participate in the preparation, implementation, monitoring and review of SEN Support Arrangements
- Use an appropriate range of observations, assessment, monitoring and recording strategies as a basis for setting challenging learning for pupils with diverse abilities and experiences, monitoring pupil progress and attainment
- Make accurate and productive use of assessments to secure pupil progress and report to parents on the development, progress and attainment of pupils
- Establish and maintain engaging and effective relationships with parents, Governors and the wider community
- Use relevant data effectively to monitor progress, set targets and plan lessons
- Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding that pupils have acquired
- Promote and facilitate extra curricular activities, after school clubs, targeted boosters and residential trips where appropriate
- Provide pupils with regular feedback, both in real time and through accurate marking, encouraging pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude towards their own work and study
- Effectively and consistently apply school policies and guidelines
- Support initiatives directed by the Headteacher and the Senior Leadership Team
- Plan for, organise and direct the work of relevant Support Staff within the classroom. This will sometimes include direct line management of Learning Support Assistants/Teaching Assistants
- Participate in arrangements for examinations and assessments within the remit of the 'School Teachers' pay and conditions document'

JOB

DESCRIPTION

Main Duties and Responsibilities

Behaviour and Safety:

- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns by following the relevant policies and procedures
- Establish a safe, purposeful and stimulating environment for pupils, ensuring high expectations of discipline which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school
- Manage classes effectively, using approaches which are appropriate to the pupils' needs in order to inspire, motivate and challenge pupils
- Be a positive role model, and demonstrate consistently the positive attitudes, values and behaviour expected of pupils'
- Establish and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Teamwork, Collaboration and Professional Development:

- Actively participate in meetings and professional development opportunities
- Engage and make positive contributions as a member of the wider school team, planning collaboratively, sharing information, ideas and expertise, raising standards by sharing effective practice
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012
- Have professional regard for the ethos, policies and procedures of the school in which you teach
- Undertake a due share of duties according to the published rota
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Effectively collaborate across the Trust network and clusters, sharing best practice and facilitating benchmarking across schools where appropriate

PERSON SPECIFICATION



Key Skills Required:

- Qualified Teacher Status or equivalent (E)
- Ability to demonstrate an awareness, understanding and commitment to the protection and safeguarding of children (E)
- Ability to evidence effective continuous professional development (E)
- Experience of teaching in relevant Key Stage and/or subject area (D)
- Ability to evidence effective communication with a wide audience / range of stakeholders (E)
- Proven track record in establishing effective relationships with parents, governors and the community (E)
- Ability to evidence excellent IT skills on a wide range of programmes and software (E)
- Ability to demonstrate an understanding of wider educational issues, knowledge of the appropriate key stage curriculum and national strategies (E)

Personal Qualities:

At Bourne Education Trust, our culture and our values are important to us, as outlined in our BET Behaviours which set out the key qualities we would expect any colleague to demonstrate. We foster a reflective, optimistic, and aspirational approach and we expect our colleagues to be collaborative, innovative, committed, engaged and professional. Diverse and inclusive, we encourage you to act as a positive force for equality, helping us create communities where everyone belongs. We encourage our colleagues to take part in school and cross Trust teams and we will invest in you through Continuous Professional Development.



APPLICATION PROCESS



Thank you for your interest in this role, we look forward to receiving your application. Candidates should be aware that the closing date for applications is Wednesday 30th April 2025. Prompt applications are encouraged as we reserve the right to close this vacancy if sufficient applications have been received.

To apply for this position, you must complete our online application form (CVs without a fully completed application form will not be considered). Candidates applying via other job sites should follow the instructions provided.

We would welcome the opportunity to show you around the school and to answer any questions. To arrange a visit or to discuss the role further, please contact Jane Jolley, PA to the Headteacher and HR Assistant on jolleyj@jubileehigh.surrey.sch.uk

Candidates should note that the proposed date for interview is week commencing 5th May 2025.

SAFEGUARDING:

Bourne Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

EQUAL OPPORTUNITIES:

Bourne Education Trust is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.



HEALTH AND SAFETY:

The board of trustees, local governing committees (LGC) and all leaders across Bourne Education Trust recognise and accept their responsibilities to provide a safe and healthy work environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All BET employees must co-operate with us to access proper training and to make sure they understand and follow the Trust's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.

