



**Kings Langley Secondary School**

# **Application Pack: Teacher of Geography**

[www.kls.herts.sch.uk](http://www.kls.herts.sch.uk)

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of teacher of Geography at Kings Langley School.

We are proud to be an inclusive, mixed comprehensive school of some 1100 students, successfully operating as a stand-alone academy whilst valuing collaborative relationships both locally and wider afield. We wish to appoint a colleague who shares our values and vision and who will demonstrate inspirational teaching and learning founded on a platform of highly developed professional skills as we strive to be outstanding in all that we do.

The school is determinedly committed to the development of “strong character” in order to provide students with the skills and moral fortitude to “make the right choices”. The extract below is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus in June 2018. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition.

*“It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing.”*

–Dr Tom Harrison

The professional and personal development of all staff is a key focus for the senior leadership team as we strive to build a school which aspires to the highest possible standards but not at the expense of personal well-being or happiness. We want a culture where colleagues are confident to take risks and learn from their mistakes, safe in the knowledge that they will be supported through a careful programme of induction and personalised professional development.

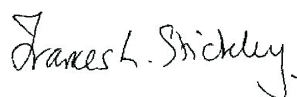
The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

We look forward to hearing from you.

Kind regards



David Fisher  
Headteacher



Frances Stickley  
Chair of Governors



School of  
CHARACTER



Artsmark  
Platinum Award  
Awarded by Arts  
Council England

## The Kings Langley School: Job Description

<b>Title of Post</b>	Teacher of Geography
<b>Reporting to:</b>	Subject Leader of Geography
<b>Date</b>	March 2021

Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document which is available from the Headteacher or alternatively can be found online on the "DfE" - Department for Education website. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and job title.

Expected "standards" to be reached and maintained are clearly defined within the Performance Management (PAM) documentation and should be referred to regularly for further clarification and specific detail.

Teachers are paid on different scales and it is reasonable to expect that their contribution to the school's work and objectives reflects on their position on individual pay ranges. For example, performance management descriptors indicate much higher expectations of a teacher on the expert teacher band (UPS 1-3) compared with a newly qualified entrant teacher band (MPS 1-3).

### Generic Responsibilities

#### Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and the defined National Curriculum. To plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy.
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.
- Set targets for student attainment levels (using prior data provided).
- Set work for students absent from lessons in line with the school's behaviour and teaching policies.
- Within the PAM framework, work towards or maintain the teaching standards applicable (see documentation in PAM material).

#### Assessment and Recording

- Maintain a "teacher planner" as prescribed in the school's policy, including the recording of attainment and attitude to learning (ATL) marks, homework set, student attendance and lesson plans.
- Mark and return work (using the school's marking and assessment policy) on a regular basis and at least every two teaching weeks. Marking should include feedback for improvement and progress for each student.

- Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested.
- To ensure that suitably differentiated material and learning pathways are provided to challenge all students, regardless of their ability.
- Liaise with parents on students' progress using the school diary system, letters, telephone calls and consultation evenings where reasonable and appropriate.
- Work within the code of practice relating to special educational needs.

### Professional Standards

- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus.
- Set a good example in terms of professional dress and appearance, punctuality and attendance. And adhere fully to the school's published code of conduct.
- Uphold the school's behaviour policy, uniform regulations and code of conduct in a consistent, firm and non confrontational manner.
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and *consistently* apply the school's prescribed sanctions and rewards procedures.
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year (see PAM documentation) and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow.
- As a consequence of the PAM cycle, take responsibility for personal development and progression making full use of the school's professional development opportunities and training.
- Attend team and staff meetings as appropriate, contributing actively whenever possible.

### Specific Responsibilities—some examples

- ♦ The school always seeks to ensure reasonable parity across subject areas. For example, it is expected that Physical Education teachers will take a reasonable range of team practice sessions each week and that these activities would form part of their normal duties. However, if they were asked to run team fixtures on a Saturday morning, such tasks would be considered as additional to their normal workload and as such, would attract additional payments (see the school's published guidelines on extra curricula activities and payments).
- ♦ Science teachers would be expected to set up and carry out additional duties in order to prepare for a practical examination. Technology and Art teachers would be expected to provide reasonable additional supervision for students completing extended practical projects in their subjects.
- ♦ Drama teachers might be expected to organise and assist performances outside of the classroom. Music teachers would be expected to provide additional practice time in order to support students preparing for examinations or arrange for or directly provide suitable musical accompaniment.
- ♦ Other subjects will have individual requirements specific to their areas and it is reasonable to expect subject and other middle leaders to make these "reasonable" expectations clear during line meetings, department discussions and performance management reviews and objective setting sessions. *Any queries centred around reasonable additional activity outside of the classroom should be discussed in the first instance with the Senior Leadership Team line manager and then the Headteacher.*

## What is it like to work at Kings Langley School?

Kings Langley School provides a well resourced, exciting environment for staff. We have well established, detailed schemes of work and a wide range of teaching resources for all courses. All teaching staff are issued with a Laptop and we use Microsoft throughout the school. Our systems provide flexible working and a truly collaborative culture. Our staff testimonials below give a flavour of what it is like to work at a truly inclusive school:

### Naomi –

Working at Kings Langley School for the past two years has been incredible. I have been so well supported and encouraged by countless members of staff, both during my NQT year and beyond that. The character and feel of a school are something I think you can pick up on in a first visit; and at Kings Langley School you can instantly feel the warmth, happiness and kindness of the staff and students.

As a science teacher, I am always looking for ways to improve upon or enhance aspects of both my teaching and the science curriculum, and Kings Langley allows me to do just that through a supportive and well-established system as well as a commitment to continuous improvement, for staff and students alike.

I have been very fortunate that I have been given several opportunities to improve both my teaching and learning and my pastoral relationship with students, all of which I feel have shaped me into becoming a better teacher.

### James –

When you work in a profession such as teaching, where you really have passion for what you do, choosing a school that you matches your principles and ethos is paramount to being able to make an impact on young people's lives. After 11 years of teaching in south Essex, I joined King Langley School after a long search for the 'perfect' school, a school that had morals and values parallel to my own.

I believe that teaching is not just about academia, it is about how the students, staff and wider communities experiences of a school; it is about the language that staff use towards students, parents and each other; it is about the curriculum, the resources and how these reflect the interests and needs of each and every student. In every classroom a student and their achievements should be celebrated. You should see who they are, where they come from and where you can take them. A learning environment should empower all students to succeed and for students to be leaders in their own right.

Since joining the school I been developed professionally; being given outstanding opportunities to progress through my career and work directly with the country's leading education academics and professionals.

Whilst I take a proactive approach to reading contemporary research in education, being able to work face-to-face with leading specialists in areas such as SEND, curriculum design, and character education, is invaluable to being able to shape the education and experiences that all children and young adults deserve.

I am immensely proud to be a member of the King Langley School community, to work for a Headteacher and senior leadership team who have passion and integrity, to belong to a staff body who put students at the forefront of everything they do and to be among students who have character, who are respectful, and who have confidence.

Further staff perspectives can be found <https://www.kls.herts.sch.uk/about-us/staff-perspective/>



## What is it like to be a student at Kings Langley School?

At Kings Langley School, we believe that all students have tremendous potential to make a positive difference, not only to benefit themselves, but also their school and wider communities. The opinions of students are essential to the school's development, and regular focus groups of students take place to gather their views on a range of issues including teaching and learning, transition, behaviour, home-learning and safeguarding, as well as school improvement planning. Our student testimonials below give a flavour of what it is like to learn and develop at our school:

**Ellen** - I have attended Kings Langley for just over 4 years now and I can confirm that I have thoroughly enjoyed my school years so far. All students have an opportunity to become the best version of themselves at Kings Langley and for an abundance of reasons; in lesson time and extra-curricular time too. In class, teachers are evidently passionate about their subject which is utterly refreshing, encouraging students to want to gain knowledge and do the best that they can. I enjoy lessons as I always feel confident to ask for help and have built strong teacher-student relationships over the years. Outside of the classroom, I have always felt encouraged to get involved. There is an array of opportunity at school and I have enjoyed partaking in hobbies I love and trying new things as well. There are so many sports teams you can become a part of and even if you don't feel completely confident, teachers and students have always been so welcoming and aid you into enhancing your skills which lead you to represent the school. Personally, I love the arts and there have been a variety of opportunities in my time at school. Last year, I played a role in the school's production of Wizard of Oz and absolutely adored it! I worked closely with students of all different years, definitely making friends for life whilst being led by experienced teachers that always encourage students. It is those moments that will remain most memorable for me and have built my character hugely. The school's aim of character development; building self-regulation, empathy and perseverance have always been at the forefront and without doubt, will allow every single student to unlock potential for life.

**Bailey** - I have been a pupil at Kings Langley School since Year 7 and I am happy to say I have enjoyed every moment of my time here, so much so that I decided to stay an extra 2 years for Sixth Form! The array of opportunities that Kings Langley has to offer has enabled me to educate myself not only academically but outside of the classroom too. A few examples include me being lucky enough to travel across Europe on music tours to perform in cities like Barcelona and Salzburg, to represent KLS in competitive sports across the country and even visit Parliament and compete in a debate competition as part of the KLS debating society. The extra-curricular clubs have something for everyone. Each year at Kings Langley has brought new opportunities and new challenges that has enabled me gain the confidence to try new things, before last year I could barely stand in front of a crowd let alone say anything but thanks to the Music Department, I was given the opportunity to perform in the end of year concerts in front of a hall of people which is something I thought I would never be able to do. Without all these opportunities I definitely would not be the same person I am now.

I am also lucky enough to have had amazing subject and form teachers who, whether I enjoyed the subject or not, always pushed me to do my best and who believed in me. Without their support I would have never discovered my love for history (which I then took for both GCSE and A Level), my enjoyment of class discussions and debates, my ambition to achieve my goals both in school and outside of it too and most of all believe in myself to achieve what I want out of life. The support the school has given both pastorally and academically has always been above and beyond. Throughout my time at Kings Langley, the school's core values of self-regulation, empathy and perseverance have definitely come in handy and this has prepared me to be ready for the adult world.

## The Humanities Learning Area

The Humanities Learning Area comprises of the subjects Business Studies, Geography, Politics, History, Psychology, Religious Education and Sociology. The learning area is suited together within the new school building and is equipped with a full range of high quality resources to draw from and state of the art clever-touch fully interactive whiteboards.

Students are taught in mixed ability groups across all key stages. We have detailed schemes of work in place for all year groups that are reviewed each academic year.

### Business studies

The subject area is a thriving and successful department which significantly contributes to GCSE and Sixth Form education at the school, in both results and numbers taking the subject. A-Level Business is one of our most popular Sixth Form choices with results in the top 20<sup>th</sup> percentile in the country.

There are four GCSE business classes in both Year 10 and Year 11, making it the top choice for Year 9

students moving into GCSEs. This is all founded upon a love of business amongst the subject staff, who strive to produce the best education and learning for their students. This year, due to demand from students, we have an exciting opportunity to offer students the option of studying A-level Economics. As part of the subject area, your role will be to aid in the development of both Business and Economics through influencing practice, sharing ideas within the area and helping to design resourceful schemes of work. The subject area follows the AQA specifications for GCSE and A-Level Business and the Edexcel specification for Economics (Economics A).

The department ethos is to deliver creative, engaging and knowledge rich lessons. We use practical case studies, project-based work and IT-based learning depending on the topic being covered, to fully absorb students into the world of business and economics. Classrooms are equipped with Clevertouch interactive boards and all have access to laptops or computers to aid with imagination in lessons. Discussions within lessons are considered vital and draw on real-life examples in order to develop understanding of the subject matter.

The Business and Economics Department currently consists of one full time teacher and one part time teacher.

### Geography

Geography is taught throughout Key stage three covering topics such as globalisation, energy and plate tectonics. The curriculum has been designed so that skills of numeracy, literacy and ICT are embedded across the year groups. Assessments are structured to include knowledge based tests and creative tasks.

At GCSE Geography is taught using OCR Geography B. There are currently four GCSE groups in both year 10 and year 11. Fieldwork is provided through day trips to the Olympic park in London and the river Chess in Rickmansworth OR a residential experience in Dorset. The residential experience is a popular choice for students as we visit the iconic Jurassic coast and students are able to develop their fieldwork skills using quantitative measures on the beaches and qualitative measures in Bournemouth.

A level geography follows the Edexcel specification. Fieldwork training is provided at the Norfolk coast with a study of vegetation succession and coastal management strategies.



## The Humanities Learning Area

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### History

History is taught throughout Key stage three with students having 4 lessons over a two week period covering topics such as world wars one and two, medieval life and the civil war

At GCSE history is taught using the Edexcel specification covering topics such as medicine through time, the cold war, Elizabeth the first, civil rights and Nazi Germany. There are currently four GCSE groups in year 10 and three in year 11. A level history follows the OCR specification



### Psychology

Psychology is one of the most popular subject options at Key stage five. They currently follow the AQA specification which covers topics such as memory and aggression using research and scientific methods.

### Sociology

Sociology is taught at Key stage five through the AQA specification (7192) Students cover topics such as Family, Crime & Deviance, Education, Media and Research Methods. Students will also cover key sociological perspectives such as Functionalism, Marxism and Feminism and how these interpretations of Family, Education or Media differ. Research Methods deals with how research is carried out i.e. questionnaires, participant observations and interview techniques.

There is one Year 12 Group and one Year 13 Group of about 13 to 15 students each. It is a linear course although there are separate textbooks for each year. Students are expected to read and develop theory and concept knowledge. They are assessed via exam comprising some short questions but mainly medium to long essays. They are encouraged to be independent learners and occasionally to take part in flipped classroom exercises such as giving presentations to demonstrate knowledge and understanding.

### Politics

Politics is taught at A level using the Edexcel specification.

Teaching includes a range of topics such as electoral systems, democracy, UK constitution and US politics.

### Religious Education

RE is taught throughout all key stages.

Key stage three have one 50 minute lesson a week and cover the Hertfordshire agreed syllabus learning. They study all six main world religions through years 7-9.

All students take full course GCSE RE. The specification we follow is Edexcel Religious studies B (1RB0)

We also teach OCR philosophy and ethics at A level and currently have large groups in both year 12 and 13



## Living and Working in the Area

Kings Langley is a large village equidistant between the towns of Hemel Hempstead and Watford to the north and south.

The school was established in 1959 to be the secondary school for the villages of South West Hertfordshire, so the surrounding landscape is of woodland and farmland with country lanes.

There is a real sense of the village being on the rural-urban fringe, with the M25 to the south, the A41 hidden in a cutting to the west and the intercity railway line and the Grand Union Canal running to the east of the village, along the valley of the River Gade.

The village railway station is served by London Northwestern trains into London Euston, a journey of 27 minutes. Indeed lots of people are able to locate Kings Langley as the place where the train whizzes past the former Ovaltine factory, now converted to apartments.

The school itself is above the village, on the high land next to Kings Langley common, where the cricket club is located. Kings Langley gained its name from the royal manor of the 13th century established on the top of the hill for hunting and a retreat from London. A site of clean air and open space, attributes that are still true today.

Culturally, the local towns of Hemel Hempstead, Watford, Tring and Aylesbury all have theatres which receive travelling productions and produce their own shows. Tring and Berkhamsted are market towns with independent shops, cafes and restaurants, attributes that are also true of the historic city of St Albans to the east. Watford and Hemel Hempstead have larger shopping centres to meet every day and occasional shopping requirements.

There are also local traditions that bring a rhythm to the year, with the village carnival on the common in June, the summer festival of the arts in Watford in July and August, the fireworks display in Chipperfield in November, and the lights-switch on before Christmas in Kings Langley. The school has links with the Kings Langley Players, an amateur theatre group. The jazz band perform at the carnival and the lights switch on each year.

With the Chilterns area of outstanding beauty on our doorstep, the school is well located for staff to relax in splendid landscape at the weekends.

There are a multitude of walking, running and cycling clubs to join locally and provide a sense of home and wider community beyond school.

*I breathed a sigh of relief when I got the job at Kings Langley School, a chance to teach with a view of fields and trees. Close enough to enjoy the cultural wealth of London but far enough away that each of the villages have their own identity, I have enjoyed exploring the area and making new friends locally. – Mary – Subject Leader Geography.*



## Working at Kings Langley School

### Staff Development

Currently there are 69(66.8 FTE) teaching staff and 51 (35.0 FTE) support staff working at the school. Particular attention is paid to staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for NQTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.



Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.

### Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

