



LAURENCE JACKSON
SCHOOL

Teacher of Geography

APPLICATION PACK

WELCOME LETTER FROM THE HEADTEACHER

Dear Applicant

We are seeking to appoint a passionate and committed Teacher of Geography. This is an exciting opportunity for an ambitious and inspirational teacher to join our rapidly improving school and department.

Laurence Jackson School is a genuinely comprehensive school serving the rural town of Guisborough and surrounding rural area. Students also choose to come to Laurence Jackson from south Middlesbrough. Whilst the school has a pupil premium that is broadly in line with the national average at 25%, Our intake is wide ranging by nature, and we are proud of our very inclusive philosophy. In June 2024, Ofsted rated our school as Good.

The school is a larger than average 11 to 16 secondary school with 1240 on roll and PAN of 1250 and is full on first choices for September 2024 and has been oversubscribed for the last three years. Student mobility is low. The school moved into a new building in 2016 as part of the Building Schools for the Future initiative. The new school provides an excellent learning environment.

We are determined to have outstanding student and subject progress, with the very best practice in teaching and learning and to create inspirational learning experiences for all of our students. To be an effective part of this journey it will be essential that the successful candidate believes passionately that every student, regardless of background can make excellent academic and personal progress.

We strive to inspire excellence in learning and in life through a curriculum designed to inspire personalised academic excellence for students of all abilities and we are looking for an inspirational teacher who embraces this inclusive attitude to education, is looking for a new challenge and want to be part of driving continued improvements in our school.

Kind regards



Catherine Jukes

Headteacher

Laurence Jackson School



ADVERT

Teacher of Geography

Salary: MPS to UPS

Full Time (1.0 FTE), Permanent

Start date: January 2025

We are looking to appoint a passionate and committed Teacher of Geography, this is an excellent opportunity for an ambitious and inspirational teacher to join our rapidly improving school a Laurence Jackson School is a 11-16 oversubscribed comprehensive school of 1220 students. Our intake is wide ranging by nature and we are proud of our very inclusive philosophy of high standards and expectations.

The humanities faculty is made up of geography, history and religious studies at Laurence Jackson School. These lessons are primarily taught on one corridor on the ground floor of the school, where we have 8 dedicated humanities classrooms and a faculty workroom.

All classrooms have interactive touch screen television style displays to allow for a professional use of audio and within lessons, and all rooms have visualisers for teachers to actively model learning or provide whole class feedback live within a lesson. The faculty workroom has four PCs and a printer for staff to use in non-contact periods should a classroom not be available. There is also a small seating area for staff to take a breather for a moment or socialise with other members of the team during break or lunch.

We have a comprehensive bank of centralised lesson resources for the topics which we deliver in all three subjects. These are constantly being updated and improved based on the needs of our learners, and in response to CPD. The faculty is well resourced with textbooks to support learning at KS3 and KS4, as well as stationery and equipment to support lesson delivery. We subscribe to Educake as a home learning platform for students studying geography and history, as we strive for our students to know more and remember more over time.

The faculty team currently comprises of ten members of staff. The leadership structure consists of a Subject Leader of Humanities and Assistant Subject Leader of Humanities. Staff in our team are passionate about their subjects, collaborative in their approach as a team, supportive of each other, and are warm and welcoming people.

Our Curriculum

Students study both geography and history for three hours every fortnight at key stage 3 and study RE once a week. At key stage 4 students opting for the GCSE qualification study each subject five times over the fortnight. We follow the AQA GCSE specifications for geography and RE, and Edexcel for history.

Geography is a very popular subject at Laurence Jackson, and regularly receives positive student voice about the learning experience in geography lessons, the passion and enthusiasm of staff, the positive relationships students have with their teacher, and the learning and progress students are making. The numbers of students choosing Geography as a GCSE option is extremely high, with approximately 150 students studying geography in both Year 10 and 11 for 2024-25. The department also organises a popular and oversubscribed annual trip to Iceland for students in Year 11.

You can find out more information about our subject specific curriculums and intent by viewing the curriculum area on our website at: <https://laurencejackson.org/curriculum/>

Opportunities for extra-curricular activities and trips organised and led by our staff is an area we are seeking to develop and enhance further for our students.

We have:

- A positive and caring ethos and working atmosphere.
- Friendly children, eager to learn and achieve.
- A committed, enthusiastic and supportive staff team.
- Excellent support from the Governing Body, the staff and parents.
- Opportunities for career development.

The successful candidate must have/be:

- A passion for the subject and a thorough knowledge of the Geography curriculum
- The ability to inspire pupils to strive for excellence
- A commitment, drive and enthusiasm to work as part of our dedicated and successful team
- Measurable impact as an individual teacher
- An innovative approach to teaching and learning and model excellence in T&L
- An ability to motivate and inspire students to achieve their full potential
- Applications welcome from ECTs and experienced staff

Applications should clearly outline why candidates want to work at Laurence Jackson School and what other attributes they have to offer to the wider school ethos should be included.

Application forms and further details are available on the school's website –

www.laurencejackson.org or visit [Work for us \(valt.org.uk\)](http://Workforus.valt.org.uk)

Please email your completed application form to vacancies@laurencejackson.org addressed to Mrs C Jukes, Headteacher.

Closing date: 4th October 2024 at 9am
Interviews will be held: w/c 7th October 2024

About Vision1590 Trust

Vision1590 Trust was established on the 1st September 2024 following the merge between VALT (Vision Academy Learning Trust) and The 1590 Trust.

Vision1590 currently consists of 15 schools which include 4 secondary schools and 11 primary schools and a teaching school. Our mission is to provide high quality education in our schools that is supportive, respectful, in an inclusive environment that builds a foundation for life-long learning. All schools have strong links and together we feel we can do more for our local communities, students, pupils, parents and staff.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

JOB DESCRIPTION

Post Title	Teacher of Geography
Purpose	<ul style="list-style-type: none"> To carry out the professional duties of a teacher, as set out in the current School Teachers' Pay and Conditions Document (STPCD), under the direction of the Head Teacher. To teach a broad, balanced, relevant and differentiated curriculum. To monitor and support the overall progress and development of students as a class teacher and Form Tutor. To create a learning environment that provides students with the opportunity to achieve their full potential. To contribute to the raising of standards of achievement both within the department and across the school.
Responsible for	The provision of a full learning experience and support for students.
Liaising with	Deputies, Subject Leader
Working Time	195 days per year – Full Time
Salary/Grade	MPS/UPS
MAIN (CORE) DUTIES	
Operational and Strategic Planning	<ul style="list-style-type: none"> Assist in the development of resources, schemes of learning and teaching strategies, both within the subject area and across the curriculum. Contribute to the objectives in the departmental development plan. Plan and teach well-structured lessons that meet the needs of all students. Contribute to the design and implementation of an engaging curriculum within the relevant subject area.
Teaching and Learning	<ul style="list-style-type: none"> Set high standards and expectations for all students. Motivate and challenge students through inspiring teaching. Ensure good progress and good outcomes for all students. Demonstrate good subject and curriculum knowledge, including exam specifications at GCSE. Prepare students for internal and external assessments and examinations. Organise lessons effectively to ensure high-quality learning. Use short-term data to inform lesson planning, in order to meet the needs of all students. Mark students' classwork and homework in line with school policy and set regular homework. Assess, record and report on the attendance, progress, development and attainment of students, as required. Provide, and contribute to, oral and written assessments and reports for individual students and groups of students. Ensure that the contribution to Reading, Writing, Communication and Maths, and Social, Moral, Cultural and Spiritual development are reflected in lesson planning and delivery. Prepare and update teaching resources as appropriate. Use a variety of teaching styles that stimulate students and enhance their learning experience. Maintain good discipline, in accordance with school procedures, and encourage good behaviour for learning and high standards of classwork and homework.



Staff Development	<ul style="list-style-type: none"> To take part in the school's continued professional development programme by participating in arrangements for further training and development. To continue personal development in the relevant areas including subject knowledge and teaching methods. To engage actively in the Performance Management Review process. To ensure the effective and efficient deployment of classroom support. To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance	<ul style="list-style-type: none"> Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria, and to modify and implement, where required. Review methods of teaching and schemes of learning. Take part, as required, in the review and development of activities relating to the department and wider school.
Curriculum Provision	<ul style="list-style-type: none"> Assist the subject leader in ensuring that the subject provides a range of teaching and learning experiences in line with the school's strategic objectives. Assist in the process of curriculum development to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.
Pastoral System	<ul style="list-style-type: none"> Be a Form Tutor. Promote the general progress and well-being of individual students and of the Tutor Group as a whole. Liaise with the Pastoral Team to ensure the effective implementation of the school's pastoral system. Register students, accompany students 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 and references. Alert the appropriate staff to any pastoral issues experienced by students. Communicate, as appropriate, with parents and carers and with persons or bodies outside of the school concerned with the welfare of individual students, after consultation with the appropriate staff. Apply the school's behaviour management systems so that effective learning can take place.
Communication and Liaison	<ul style="list-style-type: none"> Communicate effectively with parents and carers, as appropriate. Follow agreed policies and protocols for communication.
School ethos	<ul style="list-style-type: none"> Play a full part in the life of the school community, upholding its values and setting a professional example at all times. Actively promote all of the school's policies. Comply with the school's health and safety policies and undertake risk assessments as appropriate.
Other Specific Duties:	
<ul style="list-style-type: none"> To continue personal development as agreed. Staff will be expected to undertake any duty as specified by School Teachers' Pay and Condition Documents not mentioned above. Staff are expected to show professionalism at all times. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. 	



PERSON SPECIFICATION AND CRITERIA FOR SELECTION

CATEGORY	ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
APPLICATION	<ul style="list-style-type: none"> Fully supported in reference Well-structured supporting letter 		<ul style="list-style-type: none"> Application Form Reference
QUALIFICATIONS	<ul style="list-style-type: none"> Degree qualification Qualified Teacher Status 		<ul style="list-style-type: none"> Application form
TRAINING	<ul style="list-style-type: none"> Evidence of regular participation in Continuing Professional Development 		<ul style="list-style-type: none"> Application Form Interview
EXPERIENCE & KNOWLEDGE	<ul style="list-style-type: none"> Ability to demonstrate high standards of T&L Experience of teaching in KS3 and 4 Experience of making a significant impact upon children's learning and progress Experience of tracking, monitoring and assessing pupils to support progression for all learners 	<ul style="list-style-type: none"> Experience of working with parents and outside agencies Experience of being a form tutor Experience of teaching KS5 	<ul style="list-style-type: none"> Application Form References Interview
SKILLS	<ul style="list-style-type: none"> Able to demonstrate an understanding of lesson planning, delivery and assessment to support progression for all learners High quality and reflective practitioner Ability to utilise a range of teaching styles and strategies to ensure high levels of learning and achievement Ability to deliver well differentiated lessons to ensure stretch and challenge for all students Ability to motivate and enthuse children Ability to understand how children learn Willing to develop specialist skills and subject knowledge Ability to readily establish professional relationships and work as part of a team Good organisational and interpersonal skills Good written, verbal and ICT skills Good communication with adults, parents and other external agencies 	<ul style="list-style-type: none"> Ability to enhance the practice of others 	<ul style="list-style-type: none"> Application Form References Interview



CATEGORY	ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of the structure and content of the current curriculum in KS3 and 4 • Understanding and knowledge of current issues in education 		<ul style="list-style-type: none"> - Application Form - Reference
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • Enthusiastic, ambitious and adaptable • A commitment to extra-curricular activities • Ability to form and maintain appropriate relationships and personal behaviour with children • Emotional resilience in working with children with challenging behaviour • High degree of motivation for working with children and young people and share enthusiasm for the subject • Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community • Excellent attendance and punctuality • Good command of English Language 		<ul style="list-style-type: none"> - Application form
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> • Evidence of regular participation in Continuing Professional Development 		<ul style="list-style-type: none"> - Application Form - Interview

HOW TO APPLY

To Apply

Application forms and further details are available on the school's website –

www.laurencejackson.org or visit [Work for us \(valt.org.uk\)](http://Work for us (valt.org.uk))

Please email your completed application form to vacancies@laurencejackson.org addressed to Mrs C Jukes, Headteacher.

Applications submitted on anything other than the official application form and applications from agencies will not be accepted.

Visits to the Trust and Schools

Candidates who wish to visit the school prior to completing their application should contact vacancies@laurencejackson.org to arrange a convenient time.

Job Description

Details the main responsibilities for this post and the personal and professional qualities required.

Person Specification

Sets out the criteria to be used for the shortlisting process.

Closing date: 4th October 2024 by 9am

Interviews will be held: w/c 7th October 2024

EMPLOYEE BENEFITS

Wellbeing



Provided by Westfield Health & Wellbeing – the programme provides counselling support to all staff in the following areas:

- Free and confidential support
- Emotional, financial and legal guidance
- Up to 6 sessions of structured counselling, if recommended
- Advice on Family issues
- Medical Information
- Housing Concerns
- Stress & Anxiety
- Tax Information
- Bereavement

Pensions



All eligible staff automatically join either The Teachers Pension Scheme or the Local Government Pension Scheme upon the start of their employment.

As members of these schemes, employees have access to the full range of membership benefits including a Death in Service payment is included in the Teacher Pension Plan and Local Government Pension Scheme.

Cycle to work



We also provide a cycle to work scheme, which is a recognised Inland Revenue salary sacrifice scheme through [www. greencommuteinitiative.uk](http://www.greencommuteinitiative.uk) which enables staff to access a new bike and bike equipment.

Work Life Balance



We provide a generous Annual Leave entitlement for Support Staff of 26 days leave, rising to 31 days leave following 5 years service, in addition to statutory bank holidays.

As we are supportive of flexible working we have many staff working on individual working arrangements and we offer many roles working term time only contracts, to assist with individuals work live balance.

Professional Development



As we believe in supporting and developing our staff we offer extensive career development opportunities and actively seek to develop and promote staff where possible.

Corporate Benefits :



We currently offer a range of benefits to staff including the following:

- Corporate membership to;
 - Escape zone at Sporting Lodge - £30 a month (instead of £35)
£150 – 6 months
£300 – 12 months
 - Bannatynes – discounted price available on request at individual gyms
- Childcare vouchers (as Child Care voucher schemes were closed to new entrants by the Government in 2018, this is for existing members only)

- <https://www.discountsforteachers.co.uk/>
 - Free to join and offers a range of discounts on everything from groceries to shopping, to days out for yourself or families
- <https://www.teacherperks.co.uk/perks>
 - Free to join – discounts on shopping, groceries, days out
 - Also includes some free lesson plans

Policies and Procedures



Vision Academy Learning Trust is an ethical employer, supported by the following robust employment policies and procedures:

- Recruitment and retention
- Flexible Working Policy
- Shared parental leave policy
- Health and safety policy
- Sickness absence policy
- Ongoing individual risk assessments where required
- Special leave policy
- Working time directive – monitoring of hours worked by individuals



LAURENCE JACKSON
SCHOOL



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