"Brookfield Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."

Post title	**Teacher of Geography**
Reporting to	**Head of Geography**
Contract type	**0.6 FTE (Up to One Year Fixed Term Maternity Leave)**
This role involves working in regulated activity with children and an Enhanced DBS clearance is required for this position.	
Main Duties and Responsibilities:	
Main Duties	The postholder will be expected to match the characteristics described in the Redhill Academy Trust Professional Standards for Teachers, as appropriate, and will be required to exercise his/her professional skills and judgement to carry out in a collaborative manner, the professional duties set out below.
Purpose	To develop excellence in pedagogy and accelerated progress for all students in your subject area.
Equality of Opportunity	▪ To take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying. ▪ Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors
Confidentiality and Data Protection	▪ To treat all information acquired through employment, both formally and informally, in strict confidence. ▪ To be aware of the school's responsibilities under GDPR 2018 and the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
To contribute as an effective and collaborative member of the whole school team	▪ To work closely with the Headteacher and Senior Leadership Team to ensure that the school's targets for student and subjects are met. ▪ Any other duties as reasonably required by any middle leader across the school. ▪ To have a leading knowledge in the ongoing development, implementation and monitoring of the school improvement plans. ▪ To create a climate which enables staff to develop, challenge and support each other, resulting in positive professional growth. ▪ To attend regular meetings as required and make a positive contribution during meetings.
Child Protection	▪ Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person. ▪ Managing all safeguarding of students working with volunteers and student teachers.
Leadership Behaviour	▪ To demonstrate a positive attitude in leading teaching. ▪ To fulfil the role of the lead professional, maintaining high standards in all aspects of teaching and professional behaviour, and seeking continuously to improve. ▪ To lead motivate, support, challenge and develop staff to secure improvement. ▪ To evaluate work undertaken by teams and individuals ensuring that there is clear delegation of tasks and devolution of responsibilities.

	▪ To ensure that the most effective use is made of Department staff, participating as appropriate in the timetabling process. ▪ To ensure strategic planning and day-to-day working practices support the aims of the school. ▪ To teach in an exemplary manner, and to model to staff and students consistently excellent and professional behaviour. ▪ To be a presence around the school, promoting both the ethos, spirit and the letter of school policies. ▪ To promote within Geography, the school and the Academy Trust, a professional atmosphere of friendliness, support and rigour, and an enthusiasm for improving standards of learning. ▪ To be professional, friendly and respectful towards all colleagues and to address any concerns through proper channels. ▪ To implement and sustain effective systems for the management of staff performance incorporating appraisal and targets for teachers, including targets relating to students' achievement. ▪ To ensure that the school's Behaviour for Learning Policy is fully implemented by staff. ▪ To line manage named groups of staff both teaching and non-teaching. ▪ To celebrate and praise the achievements of staff and students. ▪ To monitor the quality of learning in line with the school's Quality Assurance Policy. ▪ To praise and seek to spread good practice and to take immediate and robust action to bring about improvement where practice is less than good. ▪ To demonstrate a positive attitude in leading the Department. ▪ To ensure that resources are ordered in good time and within the Department budget, and that they are maintained safely and in good order. ▪ To be a spokesperson, when occasion arises, for the school and its aims.
Curriculum Planning	▪ To ensure that detailed schemes of work are planned for all courses run by the Department. ▪ To ensure that formative and summative assessment is integrated into the schemes in line with the school's Assessment and Monitoring Policy. ▪ To delegate, as appropriate, the development of schemes of work to groups of staff, giving a lead on the key elements to be covered and monitoring and supporting their work so as to ensure high standards of teaching and learning on the courses planned. ▪ To ensure schemes of work support a range of learning and teaching approaches, including the use of ICT, and focus appropriately upon any strands of learning that may be important for identified cohorts of students (e.g. literacy, numeracy, learning through a foreign language, work related learning etc.). ▪ To ensure that schemes of work embrace and build upon national best practice and other developments in learning and pedagogy. ▪ To ensure that examination courses are planned very precisely in terms of the current syllabus and that assessment activities prepare students well for the examination and are graded to give an accurate measure of performance. ▪ To ensure either that schemes of work provide extensive support to teachers in producing lesson plans, or embrace model lesson plans. ▪ To train and coach Departmental staff in the effective use of schemes of work and teaching materials and to access support for staff as appropriate from

	partnerships, Chief Examiners, Academy Trust colleagues and other sources of expertise. ▪ To plan for changes to the curriculum ensuring that the Trust and school's priorities are fully supported, that future developments in the national picture are fully anticipated and that maximum use is made of 'gained time', INSET days and other available development time. ▪ To ensure that the structure of the curriculum supports personalisation for all students.
Assessment and Monitoring	▪ To ensure that students are entered appropriately for examinations and to liaise closely with the Examinations Officer over entries and the checking of entries and results. ▪ To ensure that the school's Assessment Policy is fully implemented. ▪ To ensure that assessment is used to promote high quality learning and that assessment activities are designed to meet the range of purposes outlined in the school's Assessment Policy. ▪ To ensure that assessments are planned to align with the school's Assessment Calendar. ▪ To ensure that main assessments are designed in terms of syllabus assessment objectives and assessment criteria, and are weighted in line with syllabus weightings. ▪ To ensure that main assessments accurately measure the units of work they are meant to cover and do not anticipate elements of the terminal examination that have not yet been covered. ▪ To participate in the school's procedures for target setting. ▪ To monitor the performance of students in both external and internal examinations. ▪ To ensure that the potential grade thresholds of groups, their behaviour and their academic potential are all fully considered in the deployment of staff
Behaviour	▪ To ensure that the school's Behaviour for Learning Policy is fully implemented within the Department. ▪ To be a port of call for any concerns over behaviour in the Department and to deal with poor behaviour and its causes robustly and as soon as is practicable. Where a student has been removed by a Pastoral Manager/Pastoral Strategy Leader, to liaise with him/her and to ensure that the matter is brought to a satisfactory conclusion and that any underlying causes have been dealt with ▪ To liaise closely with Curriculum Leaders, Pastoral Managers, Pastoral Tutors and Support Staff over attainment, behaviour and attendance, and to be available to respond to the concerns of parents/carers ▪ To help plan a rota of duties so that common areas around the Department are properly supervised.
Communication and Marketing	▪ To attend Parents' Evenings, Open Evenings and Options Evenings and other evenings as appropriate and ensure that the work of the Department is demonstrated in an informative and engaging manner. ▪ To liaise directly with parents/carers maintaining a manner that is friendly, helpful and professional
Trust Development	▪ To support the Trust's aims and to carry out its policies. ▪ To support the Trust in implementing its Development Plan.
Duties	▪ To carry out duties in accordance with published schedules, or in response to reasonable requests within the scope of directed time. ▪ To carry out any other reasonable duties as assigned by the Headteacher.

	▪ Additional specific responsibilities may be allocated on appointment on consideration of the strengths of the successful candidate and the needs of the Trust.
Other specific duties	▪ To implement a curriculum offer which ensures high participation within lessons and that any barriers to engagement are removed. ▪ To lead extra-curricular activities and enrichment programmes that engage a wide range of students and provide well managed and exciting opportunities within the school and Trust for all students. ▪ To continue personal development as agreed in Teacher Appraisal meetings and identified in Department Improvement Plans. ▪ To play a full part in the life of the Academy Trust community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. ▪ To show a record of excellent attendance and punctuality. ▪ To adhere to the Academy Trust's business dress code. ▪ To be a mentor to students on a 1:1 or small group basis. ▪ To undertake additional responsibilities and duties as required by the Headteacher. ▪ To promote and implement the Trust's Equal Opportunities Policies in all aspects of employment and service delivery. ▪ To assist in maintaining a tidy, healthy, safe and secure environment and to comply with the Academy Trust's Health & Safety Policy, undertaking risk assessments, as appropriate. ▪ To promote parental and community involvement in the life of the Academy Trust, including attending Parents' Evenings and other curriculum/pastoral events, as required. ▪ To attend regular meetings before and after school hours including morning briefings. ▪ To undertake any other duty as specified by School Teachers' Pay and Condition Body (STPCB) not mentioned in the above.