

## **JOB DESCRIPTION**

**Post:** Teacher of Geography

**PayScale:** MPS1 – UPS3 £30,000 - £46,525

**Responsible to:** Head of Department

**Location:** St Monica's RC High School

### **Main Duties**

#### **Responsibilities and Duties**

The post holder is expected to undertake the professional duties of a school teacher within the conditions operative at the time of issue of this Job Description together with the more specific duties/responsibilities which are listed below. These should not include or imply any voluntary activities.

#### **Professional Requirements and Responsibilities**

- To respect, support and contribute to the aims, ethos and faith of the school.
- To promote the spiritual, moral, social and cultural development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life.
- Adhere to its policies and practices.
- To contribute to and support the raising of achievement in the school.
- To have a working knowledge of teachers' professional duties and legal liabilities.
- To ensure you have a clear knowledge and understanding of the school policies and procedures, particularly those relating to safeguarding.
- To contribute to the learning culture within the subject area by identifying, sharing and deploying good and effective practice.
- To adhere to the school's procedures to register accurately and codify attendance and absence, and to complete class registers – currently via SIMS - for all groups taught.
- To adhere to the Teacher's Standards and adopt a professional, self-reflective and pro-active approach to improving your craft as a teacher.
- Participate fully in Performance Management.
- Adopt the culture of aspirational target setting which is embedded at St. Monica's from whole school to individual staff and pupil targets.
- To reflect on your own practice and contribute to the school and faculty's self-review / evaluation processes.
- To undertake the duties of Form Tutor, supporting the Catholic ethos of the school and contributing pro-actively to the PSHE and enrichment curriculum.
- To attend all meetings within the agreed school structure.
- To make a positive contribution to the wider life and ethos of the school, including the extra-curricular life of the school.



### **Pastoral Care Responsibilities**

- To contribute to the pastoral care of pupils and students and to support their spiritual, moral, social and cultural development.
- To pray daily with your form and ensure that your form group fulfils a daily Act of Worship.
- To participate in the worshipping life of St. Monica's, as a Catholic School, including supervision of pupils, assistance with and preparation of appropriate acts of worship and the promotion of the contribution which each subject area and school activity makes to the spiritual well-being of the school.
- To communicate, as appropriate, with parents of students or outside agencies concerned with the welfare of individual students, after consultation with appropriate staff.

### **Teaching & Learning**

- To demonstrate appropriate consistent progress for the majority of pupils, including all vulnerable and ability groups and irrespective of social, ethnic background.
- To comply with the teaching and learning approaches adopted in the subject/guidance area as directed by the appropriate leader.
- To make effective use of planning, preparation and assessment time (PPA) to plan lessons thoroughly in advance, to record outcomes and to compare and review the performance of pupils with colleagues as appropriate.
- To contribute to aspects of Subject Schemes of Work, at KS3 KS4 or KS5.
- To maintain high levels of behaviour and discipline. To be responsible for the management of your classroom and to provide a stimulating learning environment to increase the learning potential of pupils and students.
- To incorporate the use of ICT to enhance the delivery of the curriculum.
- To plan all lessons, differentiating work and materials to meet the educational needs of the pupils' and students' different abilities. This includes due recognition to provide challenge to all pupils / students including those on the Gifted and Talented Register and those on the Special Educational Needs Roll.
- To use the principles of Assessment for Learning to inform lesson planning.
- To ensure that the development of literacy, numeracy, citizenship and enterprise is included, where appropriate, in lesson planning and delivery.
- To provide the curriculum leader/ assistant curriculum leader with evidence of planning and assessment of pupil / student work as appropriate.
- To support the effective use of Learning Support Assistants assigned to work in your lessons.
- To contribute to the development of the subject area by sharing examples of good and effective practice, reporting back on beneficial professional development received.
- To work collaboratively with colleagues within and outside your subject area to improve teaching and learning throughout the school.
- To set regular worthwhile homework tasks to complement classroom learning.
- To promote adherence to the school's Positive Behaviour Management system, reinforcing this with all taught classes and tutor groups.

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### **Assessment Recording Reporting**

- To adhere to the data / record keeping systems across the school and use appropriate data to inform target setting for individual pupils and students.
- To ensure work is marked, assessed and recorded appropriately.
- To attend Parents' Evenings, produce accurate reports on all pupils / students in the reviewing and reporting to parents, processes, meeting deadlines and setting appropriate targets.
- To support the Target Setting and Review Day processes, checking and reinforcing targets. To monitor pupil and student progress and identify, encourage and reward success.

### **General Responsibilities**

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, in particular those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Committed, passionate, dynamic, and supportive.
- Innovative and high performing.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.
- Ability to relate well to children and adults.

These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.

### **Location: The role will be based at St Monica's RC High School**

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check.

It is the practice of this Trust to periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.



**Person Specification**

|                                    |  | <b>Essential /desirable</b> | <b>Evidence</b> |
|------------------------------------|--|-----------------------------|-----------------|
| <b>Qualifications</b>              | Qualified teacher status   | E                           | A               |
|                                    | Good Honours Degree in a relevant subject  | E                           | A               |
|                                    | Catholic Certificate of Religious Studies (completed or undertaking)                 | D                           | A               |
| <b>CPD</b>                         | Evidence of appropriate professional development e.g., Catholic Leadership Programme | D                           | A               |
|                                    | Successfully undertaken appropriate Child Protection training                        | E                           | A               |
| <b>Knowledge &amp; Experience:</b> | An expertise in the subject  | E                           | A/I             |
|                                    | Understanding of strategies for raising student attainment                           | E                           | A/I             |
|                                    | Evidence of exam success (excluding NQT)   | E                           | A/I             |
|                                    | Thorough understanding of KS3 and KS4 curriculums.                                   | E                           | A/I             |
|                                    | Knowledge and application of a range of teaching and learning strategies             | E                           | A/I             |
|                                    | Good disciplinary standards.   | E                           | A/I             |
|                                    | The ability to inspire and motivate pupils   | E                           | A/I             |
|                                    | High level of inter-personal skills  | E                           | A/I             |
|                                    | Ability to communicate effectively with staff, pupils, parents and support services. | E                           | A/I             |
|                                    | Ability to work in a team  | E                           | A/I             |
|                                    | Good imaginative use of resources, including new technologies                        | E                           | A/I             |
|                                    | Sound understanding of the distinctive nature of a Catholic school.                  | E                           | A/I             |
|                                    | Understanding of the role of Form Tutor as agent for School Improvement.             | E                           | I               |
|                                    | Knowledge and experience of pastoral care systems.                                   | E                           | A/I             |
|                                    | Knowledge and experience of disciplinary procedures.                                 | E                           | A/I             |
|                                    | General knowledge of current educational issues.                                     | E                           | A/I             |



|                                       |  |   |     |
|---------------------------------------|--|---|-----|
| <b>Technical Skills &amp; Ability</b> | The ability to implement assessment for learning   | E | A/I |
|                                       | Effective time management skills   | E | A/I |
|                                       | Good organisational and administration skills  | E | A/I |
|                                       | The ability to use ICT both to support children's learning and to communicate and evaluate data. | E | A/I |
|                                       | Effective behaviour management.  | E | A/I |
| <b>Personal characteristics</b>       | Commitment to supporting the full Catholic life of the school                                    | E | A/I |
|                                       | The desire to constantly evaluate and improve your own practice and learn from others            | E | A/I |
|                                       | The ability to be flexible and adaptable have a positive 'can do' approach                       | E | A/I |
|                                       | Commitment to equality of opportunity  | E | A/I |
|                                       | Excellent attendance and punctuality record  | E | A/I |
|                                       | Professional dress   | E | A/I |

**Key**

**E** Essential    **R** References  
**I** Interview    **C** Certificate  
**D** Desirable  
**A** Application