**THE ST LEONARDS ACADEMY**

**TEACHER OF GEOGRAPHY**

**JOB DESCRIPTION**

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| **JOB TITLE** | | Teacher of Geography |
| **EMPLOYER** | | University of Brighton Academies Trust |
| **LOCATION (Academy)** | | The St Leonards Academy |
| **RESPONSIBLE TO** | | Head of Faculty |
| **MAIN PURPOSE OF THE JOB** | | To Deliver High Quality, Engaging And Effective Learning Through Comprehensive Curriculum Knowledge And Excellent Professional Skills. |
| **CORE REQUIREMENTS** | | |
|  | Inspire trust and confidence in students and colleagues. | |
|  | Build team commitment with colleagues and in the classroom, engage and motivate students. | |
|  | Demonstrate analytical thinking, improve the quality of students’ learning, contribute to the Academy improvement/development planning and promote the learning priorities of the Academy Development Plan. | |
|  | Contribute to the development and/or implementation of Academy policies. | |
|  | Use the performance management process to advance student learning and enhance professional practice in line with the Academy’s aspirations and priorities. | |
|  | Have lead responsibility for a subject or aspect of the Academy’s work and develop plans which identify clear targets and success criteria for its development and/or maintenance. | |
|  | Promote the wider aspirations and values of the Academy. | |
|  | **Planning, Teaching and Class Management**  Teach allocated students by planning their teaching to achieve progression of learning through:  • understanding and applying effective classroom management,  • understanding and applying a range of teaching strategies,  • positively targeting and supporting individual learning needs,  • maintaining high levels of behaviour and discipline,  • effectively using homework and other extra-curricular learning opportunities,  • demonstrating appropriate consistent progress:  - for the majority of students  - across all teaching areas  - across all spectrums of background, ability and behaviour that compares favourably with students in similar settings,  • effectively managing other adults in the classroom.  **Monitoring, Assessment, Recording, Reporting**  • Use performance data to evaluate students’ progress and set appropriate targets for  improvement.  • Use assessment to inform planning and teaching.  • Report on progress to all stakeholders.  **Pastoral Duties**  • Be a mentor to an assigned group of students.  • Promote the general progress and well-being of individual students in your mentor group as a whole.  • Liaise with the Assistant Head of Faculty for Behaviour & Attendance to ensure the implementation of the Academy’s pastoral system.  • Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.  • Contribute to the preparation of Action Plans and progress files and other reports.  • Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.  • Communicate, as appropriate, with parents of students and persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with appropriate staff.  • Contribute to PSHE and citizenship and enterprise according to Academy policy.  Other Professional Requirements  • Have a working knowledge of teachers’ professional duties and legal liabilities.  • Operate at all times within the stated policies and practices of the Academy.  • Maintain an up to date knowledge of good practice in teaching techniques.  • Know subject(s) or specialism(s) to enable effective teaching.  • Take account of wider curriculum developments.  • Incorporate national strategies in all teaching.  • Communicate learning objectives.  • Contribute positively and effectively to the ‘Every Child Known’ agenda.  • Undertake professional development to enhance teaching and students’ learning, apply outcomes and identify impact and share outcomes with colleagues.  • Take responsibility for professional learning. Applications from NQT’s welcomed. | |
|  | To carry out all activities in such a manner that data protection requirements are met and are in line with the Academy’s policies for Health and Safety, and Equal Opportunities | |
|  | To participate in professional development activities and performance management activities as required | |
|  | To undertake other reasonable duties as directed by your line manager | |
| This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate. | | |
| There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder. | | |
| **Date: October 2019** | | |
| **Additional Information** | | |
| * This post is subject to an Enhanced Disclosure and Barring Check (DBS) | | |
| * This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act. | | |
| **University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.** | | |

**PERSON SPECIFICATION**

**ESSENTIAL CRITERIA**

**Qualification criteria**

* Degree / Qualified Teacher Status
* Permitted to work in the UK
* Evidence of relevant and substantial CPD

**Ethos, Skills and Knowledge**

* Commitment to fully inclusive education
* Commitment to the pursuit of high standards – academic and behavioural
* Commitment to staff participation in decision making
* Commitment to quality provision for SEN students
* Commitment to equal opportunities
* The ability to work in a fast moving and constantly changing environment
* Effective teaching, student management and communication skills

**Personal Qualities**

* Vision, warmth, energy, resilience, enthusiasm and caring