

**Primary, Secondary & Sixth Form**

**“A SCHOOL FOR EVERYONE…” Ofsted 2020**

**Geography Teacher**

**Secondary Phase**

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**An Introduction to Washwood Heath Academy**

**Washwood Heath Academy is a large All-Through Academy with almost 1700 learners, ranging from Reception age children right up to Sixth Form students.**

**Our pastoral system is at the heart of everything we do at Washwood, with students being assigned to one of seven houses within school – each with its own designated colour and name. We have one house dedicated to Year 11 students, so that the pastoral team, supported by Academic Mentors, can target support and guidance specifically towards the needs of these students as they reach this critical time in their education. In the Secondary Phase, the remaining six houses each have a range of ages within them with 2 form classes per year group making up the 8 forms in each house. The Heads of House work closely with their Guidance Managers, and SLT links to support the development of students through the school. Students remain in the same house from Year 7 to Year 10 which helps foster and develop supportive relationships between the pastoral teams, the form tutors and the students. Houses really become a strong factor in the students’ identities at Washwood Heath Academy, each one building its own identity, led by the Head of House, and developing a close family feel within the larger overall Washwood family. In addition, we are in the early stages of introducing the House system to our Primary pupils too.**

**At Washwood Heath Academy, we believe in creating and sustaining a positive and uplifting culture for all of our children and we also do this for each other as well.  We are a caring and nurturing environment which aims to develop all of our core HEARTS values: Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief.  We go above and beyond to ensure that everybody within our school community feels respected, challenged, supported and safe.  We believe in being: Ready, Respectful and Safe and we expect all visitors to our school to uphold our three rules.**

**We aim to equip our students with the right tools for them to achieve and we aim to provide them with the most effective environment that ignites curiosity and wonder throughout our students’ journey with us. We have been developing the links between our Primary and Secondary phases, with a particular focus on utilising the expertise of subject specialists in Secondary and the extensive facilities in the school. Primary students have access to music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space – a real benefit to the all-through school.**

**We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely both emotionally and mentally.**  **Together as one school, Washwood Heath Academy provides a safe and caring environment for our pupils led by highly-effective staff whose main aim is to ensure a continuing ethos of resilience and respect in learning.**

**In March 2020, Washwood Heath Academy experienced its first Ofsted inspection as an All-through Academy and was graded ‘Good’ in all categories. Ofsted reported that *‘Leaders have a clear and ambitious view of what pupils should learn. They have reviewed the curriculum, and made changes in short and longer term’.***

**In September 2019, Washwood Heath Academy embarked on its journey to develop and implement a knowledge-rich curriculum across all phases of the Academy. To date, we have embedded a knowledge-rich curriculum into Key Stage 3 and Key 4 subject areas and work is still very developmental in Primary and Key Stage 5. In addition, we have embedded Direct Instruction into Key Stage 3 and we are keen to introduce it into the Primary phase as a catch-up strategy. Staff at Washwood Heath Academy use research to help improve teaching and learning, curriculum and pastoral care.**

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**Washwood Heath Academy really is *‘a school for everyone’* and a significant number of staff have remained at Washwood for many years because they enjoy being part of a family and working in a caring and supportive community that wants the best for all of its young people and staff.**

**The Geography department plays a pivotal role in the success of Washwood Heath Academy, and is very highly regarded by parents and students alike. The Department’s clear and aspirational vision underpins all of the work that we do. Our curriculum has been designed to…**

**1.** **Allow pupils to explore a wide range of human and physical geography topics and to equip them with vital geographical skills.**

**2. Inspire a curiosity and fascination about the world and the people within it, and help students to make sense of their surroundings.**

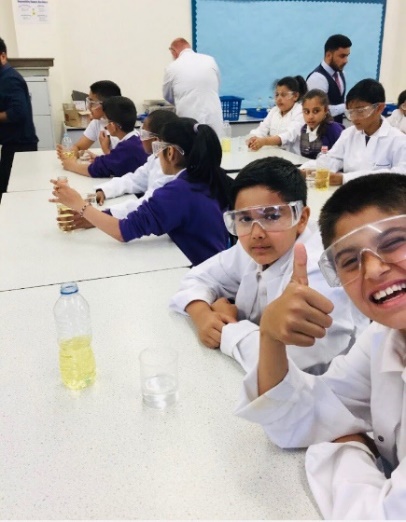
**3. Gain a better appreciation of the variety of physical and human conditions on the Earth’s surface**.

**The opportunities for Professional Development afforded to staff within the Department have been considerable and are on-going, and teachers within the Department continue to enjoy significant opportunities to develop their capacity to be ‘outstanding’ practitioners. In any academic year teachers are afforded many opportunities tailored to meet their individual needs.**

**Key Stage 3 Curriculum** - **This has been re-designed to ensure that pupils walk away with a secure understanding of key concepts in Geography that they can utilise in the wider world, regardless of, if they choose to continue it as a GCSE option. We have incorporated critical issues within the wider schemes of work, such as human impacts of climate change, geopolitics including Brexit, and natural hazards.**

**Key Stage 4 Curriculum - We follow the Edexcel Geography B specification. The sequence of learning has been altered to ensure it is the most logical, guaranteeing key geographical concepts and foundations, such as the structure of the Earth, theories of development and how cities expand, are laid in Year 9 to support throughout their GCSE. We choose Birmingham as their UK city to study to expand their local knowledge and understand the context of the Geography for the city in which they live. Pupils also undertake two fieldtrips, one physical and one human within the West Midlands to investigate flood risk and variations in urban quality of life. The curriculum is structured to enable all students to aspire to the very best grades possible and to build on the skills learned at Key Stage 3.**



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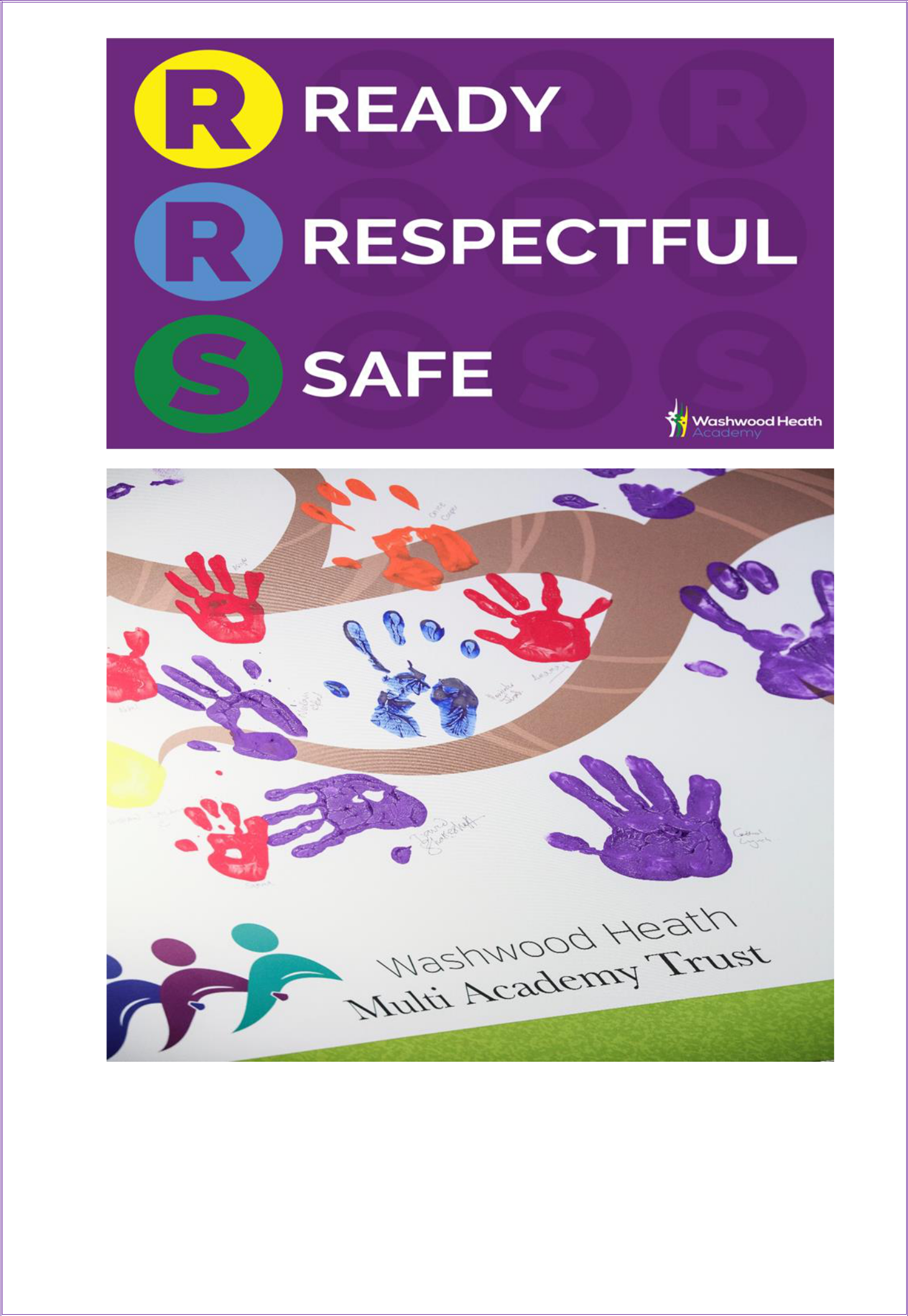
**JOB DESCRIPTION**

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| **Post Title** | Geography Teacher | |
| **Purpose** | * + To implement and deliver an appropriately broad, balanced, relevant and knowledge-rich curriculum for students and to support a designated curriculum area as appropriate.   + To monitor and support the overall progress and development of students as a teacher and Form Tutor.   + To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.   + To contribute to raising standards of achievement and maximising student attainment.   + To share and support the school’s responsibility to provide and monitor. opportunities for personal and academic growth.   + To be committed to the safeguarding of children. | |
| **Reporting to** | Head of Faculty and the Head of Geography | |
| **Liaising with** | Headteacher/Senior Leadership Team, teaching and support staff, Multi Academy colleagues, external agencies and parents. | |
| **MAIN (CORE) DUTIES** | | |
| **Teaching:** | | * + To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.   + To use teaching strategies which will stimulate learning appropriate to student needs and demands of the syllabus and curriculum.   + To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.   + To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.   + To ensure that ICT, Literacy, Numeracy, cross-curricular aspects and school subject specialism(s) are reflected in the teaching/learning experience of students.   + To undertake a designated programme of teaching.   + To ensure a high quality learning experience for students which meets internal and external quality standards.   + To prepare and update subject materials.   + To maintain good order, discipline and respect for others; to promote understanding of the school’s rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To safeguard health and safety and to develop relationships with and between students conducive to optimum learning.   + To undertake assessment of students as requested by external examination bodies, departmental and school procedures.   + To mark, grade and give written and verbal and diagnostic feedback to students of individual work and group work they have undertaken. |
| **Operational/ Strategic Planning** | | * + To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of students.   + To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Faculty.   + To contribute to the Faculty’s Improvement Plan and its implementation.   + To contribute to the whole school’s planning activities.   + To contribute to the faculty process of self-review and evaluation and Improvement Plan activities.   + To contribute to faculty and whole school enrichment opportunities.   + To contribute to faculty intervention and revision opportunities. |
| **Curriculum Provision and Development:** | | * + To assist the Head of Faculty, to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives.   + To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s Strategic Commitment, Purpose and Intent. |
| **Staffing**  **Staff Development:**  **Recruitment/ Deployment of Staff** | | * + To take part in the school’s staff development programme by participating in arrangements for further training and professional development.   + To continue personal development in the relevant areas including subject knowledge and teaching methods.   + To engage actively in the Performance Appraisal Review process.   + To ensure the effective/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:** | | * + To adhere to and to help to implement school quality procedures.   + To contribute to the process of monitoring and evaluation of the faculty in line with school procedures, including evaluation against quality standards and performance criteria. To implement modifications and improvement where required.   + To review from time to time methods of teaching and programmes of work.   + To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. |
| **Management Information:** | | * + To maintain appropriate records and to provide relevant accurate and up-to-date information for the school’s management information system.   + To complete the relevant documentation to assist in the tracking of students.   + To track the progress of your assigned students and use this information to inform your teaching and learning. |
| **Communication:** | | * + To communicate effectively with the parents of students as appropriate.   + Where appropriate, to communicate and co-operate with persons or bodies outside the school.   + To follow agreed policies for communications in the school.   + Attend meetings according to the school’s Directed Time Policy. |
| **Marketing and Liaison:** | | * + To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with other schools in the Multi Academy Trust.   + To contribute to the development of effective subject links with external agencies/schools. |
| **Management of Resources:** | | * + To contribute to the process of the ordering and allocation of equipment and materials.   + To assist the Head of Faculty and Head of Department to identify resource needs and to contribute to the efficient and effective use of resources.   + To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and the students.   + To co-ordinate and manage the work of other staff, such as support staff, participating in the teacher designated lessons. |
| **Pastoral System:** | | * + To be a Form Tutor to an assigned group of students.   + To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.   + To liaise with a Head of House and Guidance Manager to ensure the well-being and educational development of your assigned students.   + To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.   + To evaluate and monitor the progress of students and keep up-to-date student records as may be required.   + To contribute to the preparation of action plans, progress files, individual education plans, and other reports.   + To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.   + To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.   + To contribute to PSHE and Citizenship and Enterprise according to school procedures.   + To apply the behaviour management procedures so that effective learning can take place.   + To support with the Whole School Reading and Literacy Programme. |
| **Other Specific Duties**: | | |
| * to play a full part in the life of the school community, to support its Strategic Commitment, Purpose and Intent and to encourage staff and students to follow this example. * to promote actively the school’s policies. * to continue personal, professional development. * to actively engage in the school’s self-review and evaluation processes. * to actively engage in the school’s Appraisal of Performance processes. * to comply with the school’s Health and Safety Policy and undertake risk assessments as appropriate. * to attend meetings as determined in the meetings policy and as directed by the Executive Principal. * to undertake any other duty as specified by School Teachers’ Pay and Conditions Document, not mentioned in the above. * to comply with the school’s procedures concerning safeguarding and to ensure that training is accessed. | | |
| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students. | | |
| This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. | | |

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Knowledge/Qualifications** | | | |
| Qualified Teacher Status | ✓ |  | Application |
| Degree in Geography | ✓ |  | Application |
| A willingness to undertake further relevant training and to pass those skills on to other members of staff as appropriate | ✓ |  | Interview |
| Sound knowledge of the developments in the current curriculum for the subject | ✓ |  | Application/Interview |
| Good ICT skills | ✓ |  | Application/Interview |
| **Experience** | | | |
| Enthusiasm and passion for teaching | ✓ |  | Application/Interview |
| Excellence as a classroom practitioner | ✓ |  | Application/Interview |
| Ability to offer a 2nd subject for example History or RE |  | ✓ | Application/Interview |
| Imagination and creativity in the classroom | ✓ |  | Application/Interview |
| Experience in writing schemes of learning | ✓ |  | Application/Interview |
| A commitment to the extra-curricular life of the school | ✓ |  | Application/Interview |
| A commitment to safeguarding and promoting the welfare of children and young people | ✓ |  | Application/Interview |
| A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning | ✓ |  | Application/Interview |
| A commitment to the school’s Strategic Purpose, Commitment and Intent | ✓ |  | Application/Interview |
| **Personal Skills** | | | |
| An effective team member | ✓ |  | Application/Interview |
| Ability to work under pressure | ✓ |  | Application/Interview |
| Excellent communication skills | ✓ |  | Application/Interview |
| Able to motivate and inspire students | ✓ |  | Application/Interview |
| An excellent teacher with enthusiasm and a commitment to education and developing young people | ✓ |  | Application/Interview |
| Able to develop good personal relationships with students and adults | ✓ |  | Application/Interview |
| Approachable and willing to help students both in and outside of lessons | ✓ |  | Application/Interview |
| Ability to initiate ideas |  | ✓ |  |
| Ability to set own targets and meet own and other  people’s deadlines | ✓ |  | Application/Interview |
| **Equal Opportunities** | | | |
| Must have an understanding of and commitment to the Trust’s equal opportunities policies and procedures | ✓ |  | Application/Interview |
| To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting | ✓ |  | Application/Interview |

**PERSON SPECIFICATION**





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