



# Brighter Futures Learning Partnership Trust

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## Job Description

**JOB TITLE: Teacher of Geography, based at Hungerhill School for the Brighter Futures Learning Partnership Trust**

**BAND: MPS/UPS**

**RESPONSIBLE TO: Trust Director of Geography**

### **The Teacher of Geography is responsible for:**

- Working with the Curriculum Leaders to ensure the delivery of the curriculum to the highest possible standard.
- Deliver exciting and innovative lessons across all ages and abilities.
- Support the stated aims of the school as given in the Staff Handbook and School Development Plan.
- Operate within all school Policies.
- Carry out a share of school duties and extracurricular activities, including games where appropriate.

### **Essential Requirements:**

- Relevant degree in Geography
- A qualified teacher or expected to gain it this year
- A commitment to extra-curricular
- Excellent subject knowledge in relevant curriculum areas
- Good knowledge of special educational needs especially those within a mainstream school setting
- Ability to create exciting and innovative teaching and learning resources
- Ability to maximise student outcomes immaterial of student ability
- Excellent communication skills with students, parents, and staff
- Ability to review and implement effective programmes of study in line with the examination specification requirements
- Keep abreast of relevant curricular and educational developments
- Monitoring of student progress
- Ability to contribute to the development of teaching and learning materials across the school
- Willingness to reflect on teaching practice and to be open to learning new ideas and techniques
- Commitment to regular and high-quality assessment and feedback

- Must be enthusiastic and able to motivate and inspire students
- Excellent ICT skills
- Manage student learning through effective teaching in accordance with Department schemes of learning and policies
- Ensure continuity, progression, and cohesiveness in all teaching
- Use a variety of methods and approaches which differentiate and stimulate to match curricular objectives and the range of student needs, and ensure equal opportunity for all students
- Set and mark regularly, (in accordance with the school's assessment and marking policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning
- Work effectively as a member of the department to improve the quality of teaching and learning
- Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement
- Interest in the use of new technologies in the classroom, such as iPads, Social Networks and eBooks
- Ability to work in an enthusiastic manner bringing new ideas and suggestions
- Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem
- Support individual students and groups of students through attendance of such events as major extracurricular events

#### **Monitoring, Assessment, Recording, Reporting and Accountability:**

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
- Assess students' work frequently in line with departmental and school policy and use the results to inform future planning, teaching, and curricular development.
- Be familiar with school assessment and reporting procedures and to prepare and present informative, helpful, and accurate reports to parents.
- Monitor unexplained absences or patterns of absence, which should be reported immediately to the academic achievement leaders.

#### **Subject Knowledge and Understanding:**

- Essential to keep up to date with research and developments in pedagogy.
- Detailed knowledge of the Geography Curriculum at KS3 and KS4 to raise the level of achievement of students of all abilities.
- Have very good standards of English and Maths and understand the importance of using standard English as part of their instruction.

## **Professional Standards and Development:**

- Be a role model to students through personal presentation, dress, and professional conduct.
- Arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- Cover for absent colleagues as required and to assist with examination invigilation as requested.
- Co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- Be familiar with the school handbook and support all the School's policies.
- Establish effective working relationships with professional colleagues and associate staff.
- Strive for personal and professional development through active involvement in the school's appraisal system and performance management procedures.
- Liaise effectively with parents and with other agencies with responsibility for students' education and welfare.
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- Undertake any reasonable task as directed by the Head or Senior Leader.
- Be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- Be familiar with Education Health Care Plans.
- Consider the needs of all students within lessons (and to implement specialist advice) especially those who: have SEN; are gifted and talented; are not yet fluent in English.

## **Competencies**

- Good teaching skills and an interest in teaching and learning pedagogy.
- Good communication skills.
- Good interpersonal skills.
- The ability to work as part of a team.
- Strong administrative skills.
- Skills in mentoring students.

## **Others**

- An educational philosophy that values equal opportunities and the importance of the individual.

- A willingness to be self-evaluative and a desire for self-improvement.
- A positive approach and the belief that all young people can achieve, despite their ability.
- Flexibility.
- A desire to be a highly effective educationalist who is prepared to invest in themselves.

**These duties and responsibilities should be regarded as neither exhaustive nor exclusive, as the postholder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post, without changing the general character of the post. Dependant on need, you may be deployed across the Trust**

# How to Apply

Thank you for considering joining our trust. If you feel you are the person we are looking for, please complete a Brighter Futures Learning Partnership Trust application form (**CV's will not be accepted for this post**) and add a concise letter of no more than two sides of A4 addressing the following:

- why you are applying for this position
- how your experience to date will enable you to successfully take on the role.

Closing date for applications is 9 am 3 December 2024

Interviews will be held on 10 December 2024

**\*Please note that if you have not been contacted by 4 pm 3 December, you have not been shortlisted for interview.**

## Good luck with your application.

