MONTPELIER HIGH SCHOOL

1891

TEACHER OF GEOGRAPHY

(with Head of Geography position available for the right candidate)



INFORMATION FOR CANDIDATES

Montpschool.org

Teacher of Geography
(with Head of Geography position available for the right candidate)

Permanent, full-time to start in September 2022

MPS (£25,714 – £36,961) per annum + Health Cash Plan and Benefits package, plus for the right candidate a Head of Geography allowance of £2,873 (TLR2.1) per annum

Montpelier High School is one of the finest schools for girls in Bristol. We accept girls of all talents and abilities and pride ourselves on being culturally diverse, welcoming students of all faiths and backgrounds.

Applications are invited from high quality candidates to join an exciting and committed Geography Department at Montpelier High School.

We are seeking an inspirational teacher who is committed to raising the attainment and aspirations of our students.

Candidates for this post should be:

- inspiring and able to motivate and challenge students to make rapid progress.
- able to establish strong relationships and have excellent interpersonal skills.
- bold, optimistic and tenacious in setting and achieving high standards.

In return we can offer you:

- A genuine opportunity to make a difference where it is needed.
- Well-resourced classrooms, necessary IT equipment and structured administrative support.
- An exciting and vibrant environment, which includes a fabulous outdoor space, in which to work.
- A fantastic community of children, parents and carers who deserve the best.
- To join a wonderful team and have every opportunity to further your professional development and career with an excellent benefit package including; Wellbeing Health Cash Plan, Higher Degree Support Funding, Retail Discounts, ICT Loans, Professional Introduction Incentive plus others.

If you are hardworking, reflective, resilient, and looking to further develop your talents and skills at Montpelier High School then we would love to receive an application from you.

We particularly welcome applications from under represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Closing Date: Monday 27th June 2022 at 9:00. **Interviews: To be confirmed**

Montpelier High School is part of Venturers Trust and is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.



Venturers Trust and our Sponsors

Venturers Trust is a dynamic and focused multi-academy trust based in Bristol, formed in September 2017 through the merger of CGS Trust and Merchants' Academy Trust. The Trust is responsible for eight academies, 3,500 pupils and 700 staff with a commitment to making a significant and lifelong difference to the lives of young people from some of Bristol's most disadvantaged communities.

The Trust is currently made up of five primary schools: Bannerman Road Community Academy, Barton Hill Academy, Fairlawn Primary School, The Dolphin School and The Kingfisher School; the all-age Merchants' Academy; Montpelier High School for girls aged 11-16, located alongside its sixth form, V6, for girls and boys; and Venturers' Academy, the first state-funded school in Bristol for students aged 4-16 diagnosed with Autism and with an EHCP. Our academies are happy, vibrant and exciting places to learn and work and are led by a team of talented, morally driven and committed Principals. A recent development is the launch of Venturers Trust institute which puts professional learning and instructional coaching at the heart of what we do.

The Trust is sponsored by the Society of Merchant Venturers and the University of Bristol.

The Society of Merchant Venturers (SMV) is a philanthropic organisation that works with and supports people and communities from the wider Bristol area through education, care for older people, charitable giving and social enterprise. In education, SMV's simple but highly ambitious vision is to transform the life-chances of students from the richly diverse set of schools within Venturers Trust, both during their educational journey and beyond. The Society's expertise in education spans more than four centuries and today, the commitment is practical as well as financial, with many of its members taking active roles in the governance of Venturers Trust and the wide range of schools within the Trust. SMV firmly believes there is nothing more important to the health of our communities than outstanding education and training in life skills for young people.

The University of Bristol ranks as one of the top 10 universities in the United Kingdom. It is actively involved in the governance of our schools. The university offers support in areas such as curriculum development, subject expertise, higher degree and research opportunities for staff at Venturers Trust. It also offers student mentoring and an innovative and inclusive programme for students as part of the university's commitment to widening participation and access to higher education. These activities include extensive support and opportunities for our Sixth Forms including scholarships, preferential offers of grades to gain a place, with the additional possibility of bursaries to support undergraduate degree studies.

Both sponsors seek to ensure that all our young people receive a truly inspiring education. Their hands-on support, challenge and expertise are greatly valued.





VENTURERS TRUST

Benefits of Working with Us

Venturers Trust is fortunate to be able to recruit and retain the very best staff. In addition to contractual entitlements such as annual leave and occupational pension, we recognise the important role our staff play by providing for them a range of benefits as well as flexible employment arrangements and a family-friendly approach.

Our current benefits *(for all staff on Venturers Trust contracts and working over 10 contractual hours per week)* include:

WELLBEING HEALTH CASH PLAN - A valuable Health Cash Plan that provides cover for routine healthcare such as dental check ups, eye tests, physiotherapy, and specialist consultations. Benefits for children of employees up to the age of 18 are included free

EMPLOYEE ASSISTANCE PROGRAMME - The EAP offers cover for employees and their immediate family members residing at the same address, including children in full-time education

TRAINING AND DEVELOPMENT - First class training and development opportunities are provided within the Trust, including an outstanding induction programme for newly qualified and experienced teachers.

PROFESSIONAL DEVELOPMENT – At least 5 Professional Learning days per year

HIGHER DEGREE SUPPORT FUNDING - – Significant contribution to the funding of aster's Degrees at the University of Bristol by the Trust and the University of Bristol as our sponsors

BICYCLE PURCHASE LOANS - After having successfully passed the probationary period employees are eligible to request a Bicycle Purchase loan up to the value of £1,000 through the 'Cycle to Work' scheme

ICT LOANS - A loan repayable over a 2 year period as part of a Salary Sacrifice scheme

RETAIL DISCOUNTS – An extensive range of free goods/services and discounts available to staff

INTEREST FREE SEASON TICKET LOAN - The option to purchase a season ticket with an interest free loan, deducted from salary in monthly installments over a 12 month period.

PROFESSIONAL INTRODUCTION INCENTIVE - Payable following the successful completion of the probationary period of the new member of staff to the member of staff who made the introduction

Further details of our employee benefits can be found on the Academy website.



Montpelier High School

Montpelier High School is one of the finest schools for girls in Bristol. We accept girls of all talents and abilities and pride ourselves on being culturally diverse, welcoming students of all faiths and backgrounds. Quality teaching and an inspired curriculum have ensured our place as the highest attaining non-selective school in the South West and our long history of outstanding achievement. Since 1891 generations of students, staff and parents have been proud to be a part of this vibrant, caring and highly successful learning community.

Our students are taught to be independent, curious and resourceful in their learning, to seek knowledge and opportunities and to achieve more than they ever thought possible. They are supported in their learning through the very best personalised teaching while mutual respect and responsibility lie at the heart of the school.

We have created a challenging, engaging and values led curriculum which focuses on the characteristics and habits that last a lifetime – curiosity, creativity, confidence, ambition, resilience, optimism, responsibility and emotional intelligence.

The curriculum is enriched through Foreign Languages, Music, Sport and Drama and extended by way of numerous clubs and societies designed to stimulate and nourish intellectual curiosity.

Girls are encouraged to take on leadership roles, to actively seek to shape their own future and that of the school.

We are academically ambitious for each and every girl, but more importantly want them to grow as happy and fulfilled young women ready to lead and succeed in their chosen path, whatever that may be.





Geography at Montpelier High School

At key stage three the department aims to give all students grounding in both the human and physical Geography as well as teaching valuable geographical skills. The department has a wide range of resources and use interactive whiteboards to assist in their teaching. Assessed tasks are completed in line with the school data points to enable progress monitoring and provide feedback to support the development of our students.

At key stage four we are proud to be a popular option, with a consistently high number of students. We currently follow the AQA specification which provides the students with the experience of studying both physical and human geography and investigating various case studies from around the world. Currently we have four year 11 classes and three year 10 classes.

At A level we continue with the AQA specification as it offers the students a variety of interesting and relevant topics for example hazards and population and the environment. We are encouraged by the number of students who continue to study Geography at university. We provide our students with ample opportunities for independent learning strategies. Students attend Geographical Association lectures at the University of Bristol. Fieldwork is an extremely important aspect of our A level course and fieldtrips include visits to Chesil Beach, Lulworth Cove and Chipping Norton.

The ideal candidate will be able to use their experience of teaching Geography to inspire and motivate students across all ability ranges. We are looking for someone who can work collaboratively with a team of teachers and is relentless in their pursuit of inspiring students to explore qualifications and career pathways in Geography.





Living in Bristol

Montpelier High School is located in Bristol very close to the open fields of Bath and North Somerset and easy travelling distance from the city, country villages and further afield. Academy staff have an enviable choice of places to live within a city and region that is viewed as one of the areas with the highest quality of living in the UK.

Bristol is the largest city in the South West and the region's leading centre for business, culture and education. It has been the subject of a massive programme of investment and regeneration that has had a major impact on its retail, leisure and business facilities. The city has a long tradition of trade and engineering, and is also home to many of the newer financial services, creative and media industries. It is also close to some of the most beautiful countryside and coastal areas.

Bristol itself is a beautiful, vibrant and fashionable city. Its harbour, which weaves its way through the heart of the city is lined with restaurants, clubs and bars, museums, arts, science and media centres. The narrow winding streets, radiating from the water's edge, reveal elegant parks, squares and stunning architecture. Recently the city celebrated Brunel 200, the 200th anniversary of the birth of Isambard Kingdom Brunel, one of the most inspirational engineers of the 19th century and the person responsible for some of the great icons of Bristol's industrial heritage. Bristol is the 8th largest city in the United Kingdom with a population of over 400,000. Built on the confluence of the Rivers Avon and Frome, it has been in existence from well before the time of the Romans.









TEACHER OF GEOGRAPHY

JOB DESCRIPTION

Post: Teacher of Geography

Responsible to: Assistant Vice Principal

Specific Duties: Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- analyse students' data and test/exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the Academy timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively

- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- follow the Academy assessments reporting policies.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour for learning policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the Academy including co-curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- plan with and deploy support staff effectively to engage fully in learning and progress.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.
- work with other professionals as needed e.g. speech and language, EP etc.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PART THREE: PERSONAL TUTOR

- To act as a personal tutor within the Year system or as a class teacher in Primary.
- To be responsible for the welfare and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group/class.
- To be responsible for the Academy's reward system within the tutor group/class.
- To meet regularly with the Head of Learning and attend year team meetings (secondary)
- To support inter-house activities as arranged by the Head of House.
- To ensure that students follow the Academy's uniform policy.
- To ensure that students follow the Academy's rules and policies.
- To set a good example in terms of dress, punctuality and attendance.

Other duties and responsibilities:
Carry out other duties that the Principal of the Academy may reasonably request.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

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HEAD OF GEOGRAPHY
JOB DESCRIPTION

Post: Head of Geography

Responsible to: Assistant Vice Principal

The Head of Faculty will be responsible for the quality of teaching and learning in the Faculty and will ensure that each student develops their potential to the full in a stimulating and lively environment.

In addition to normal classroom teaching duties she/he will normally assume the role of a form tutor.

The Head of Faculty is answerable to the appropriate Assistant Principal/Vice Principal and the Principal. The areas of responsibility fall into the following broad categories:

- Teaching and learning
- Staff development and training
- Internal and external assessment, recording and reporting
- Management of budget and resources
- Communications
- Use data to monitor and evaluate the progress of students with particular focus on target groups
- Whole school strategic leadership
- Faculty leadership

1. TEACHING AND LEARNING

The quality of teaching and learning is the prime concern of the Head of Faculty who will be required:

1.1. To ensure that the quality of learning and teaching across the faculty is at least secure across the TEEP (Teacher effective enhancement programme) strands;

1.2. To use data to monitor and evaluate the progress of students with particular focus on target groups;

1.3. to identify effective strategies to intervene and support the learning of targeted students;

1.4. be well informed on key developments in their subject area and the assessment criteria for key stages;

1.5. ensure that curriculums developed internally meet the national and exam board requirements and provide sufficient stimulus for the most able of our pupils whilst still recognising the needs of all pupils;

1.6. select appropriate examination specifications for KS4 and KS5 evaluating their effectiveness through internal quality control and monitoring external examination results;

1.7. ensure delivery of the curriculums through appropriate means, including access to external resources such as speakers, visits, fieldwork;

1.8. contribute to and implement the school assessment and feed forward and preparation policy, as well as ensuring that all assessments are recorded in an appropriate way;

1.9. provide information for the allocation of pupils to teaching sets;

1.10. advise pupils on KS4/5 choices and to ensure that advice offered in the department is consistent;

1.11. ensure that proper procedures are observed for all curriculum-based activities out of school;

1.12. set work appropriate to his/her classes in all cases of absence and arrange cover for team members unable to do so for themselves

1.13. develop, support and monitor the wider use of literacy, numeracy and ICT throughout the curriculums.

2. STAFF DEVELOPMENT AND TRAINING

2.1. Help to establish an atmosphere of enthusiasm and commitment within the faculty;

2.2. deploy staff to teach in areas most appropriate to their experience and skills and to maximise their potential whilst looking for cross subject staffing opportunities across the faculty;

2.3. help to monitor staff experience to ensure equitable teaching load and spread;

2.4. identify development needs of team members and support them in finding appropriate training both in school and externally;

2.5. to follow the school procedures where members of the team require improvement in terms of quality of learning and teaching;

2.6. encourage colleagues to undertake responsibility within the faculty;

2.7. evaluate external training programmes for faculty colleagues;

2.8. conduct thorough quality assurance of the faculty in line with the whole school programme

2.9. manage ancillary staff where appropriate and ensure their training needs are recognised;

2.10. support new entrants to profession, plan programmes for their induction and monitor their progress;

2.11. take part in the BlueSky appraisal programme and Trust quality assurance programmes;

2.12. consult with the SLT line manager and Principal on staffing issues within the faculty.

3. EXAMINATIONS, ASSESSMENTS, RECORDING AND REPORTING

3.1. Setting of internal examinations and assessments, providing all necessary information to the Examinations Officer for internal examinations at appropriate times;

3.2. record, review and evaluate, in the context of target grades, the performance of students in internal examinations;

3.3. to develop strategies in response to student performance in internal examinations;

3.4. to inform SLT line manager and Principal of any concerns regarding student performance in internal examinations;

3.5. ensure that all work for external assessments complies with the requirements of the Examination Board or other accrediting bodies;

3.6. ensure that all deadlines imposed by Examination Boards and school management are met in respect of coursework, moderation, practical assessments, school reports or other data;

3.7. keep such records as are required by external examination bodies, where appropriate;

3.8. make arrangements (with your line manager) for the proper operation of external exams in their subject;

3.9. ensure that work is marked, moderated, recorded and students receive diagnostic feedback on their performance in line with School Policy;

3.10. contribute to the design and content of reports to parents and ensure that reporting is carried out consistently throughout department;

3.11. assist in the evaluation of external examinations and response to appropriate boards;

3.12. monitor internal and where appropriate external exam results and report departmental performance to Principal and record and compare results.

4. MANAGEMENT OF BUDGET AND RESOURCES

4.1. Consider the budgetary implications of any initiative or development and discuss with the Principal before implementation;

4.2. ensure that all orders are correctly processed and recorded and liaise with Finance Department if there are any queries;

4.3. manage human resources within the department efficiently and effectively in budgetary terms and liaise with Finance Business Partner and HR Business Partner if there are any questions or concerns;

4.4. ensure the control of resources and the management of their proper allocation within the Department. To ensure the secure storage of equipment, books and consumables and to be accountable for them;

4.5. as part of the annual SEF, Heads of faculty will look at the impact of expenditure on resources and strategies.

4.6. liaise with subject leads within the faculty to oversee the spending of budgets and manage the needs of the faculty.

5. COMMUNICATIONS

5.1. Keep the SLT manager and Principal, or delegate, informed of all matters within the department which are his/her proper concern;

5.2. communicate to the SLT manager the concerns of all departmental members and feedback appropriately from line management meetings where required;

5.3. communicate to all departmental members the issues that relate to the effective discharge of their duties;

5.4. prepare text relating to the faculty for any school publication as required. Update and modify existing text when necessary;

5.5. facilitate communication within the departments by the most appropriate means at all times;

5.6. attend all Parents' Evenings – GCSE Evenings, Sixth Form Evenings, results days; to co-ordinate departmental work for Open Days and actively seek effective means of promoting the work of the Department;

5.7. liaise with the Form Teacher, Pastoral and Academic Leaders, or Head of Sixth Form over academic or pastoral issues which concern individual pupils;

5.8. be aware of, and comply with, the School Policies for Health and Safety, COSHH and, Equal Opportunities;

5.9. maintain good order and discipline among the pupils and safeguard their health and safety both on the school premises and when engaged in authorised school activities elsewhere;

5.10. undertake such administrative and supervisory duties that are reasonably assigned to him/her;

5.11. share good practice within the department and across the school.

6. <u>Use data to monitor and evaluate the progress of students with particular focus on target groups</u>

6.1 Complete progress, attainment and Behaviour for Learning data analysis in line with the whole school policy;

6.2 ensure that all subject leaders have the skills and knowledge to understand their classes' data and employ this information to improve student progress;

6.3 ensure that the ARE statements in the subject are appropriately challenging and in line with best practice and current thinking in the subject;

6.4 ensure that data analysis within the subject is based upon valid data because a vigorous process of standardisation and moderation has taken place.

7. <u>HEAD OF FACULTY ADDITIONAL RESPONSIBILITIES</u>

7.1 To develop and ensure the delivery of regular calendared events throughout the school year that develop the core values and mark local, national and international events that are relevant to geography;

7.2 identify and provide training for heads of department (if and when required) to enable them to be effective leaders;

7.3 line management of subject leads to ensure sequencing of subject knowledge and disciplinary skills are well planned within each department, across the faculty and the whole school curriculum;

7.4 ensure that the faculty's curriculums are ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life; adapt curriculums to the diverse needs of learners and look to refine and adapt when required;

7.5 support subject leaders to ensure faculty teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;

7.5 support faculty leaders to ensure teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.

7.6 ensure subject leaders understand assessment and use it in a way that builds efficiency for staff or learners

7.7 support subject leaders to ensure all faculty teachers create an environment that allows the learner to focus on learning.

7.8 support subject leaders to ensure that literacy is developed in faculty subjects including the teaching of subject vocabulary and the teaching of reading ;

7.9 set performance development priorities and objectives for those line managed that reflect school and subject area development plan requirements;

7.10 ensure that highly effective and meaningful engagement takes place with faculty staff at all levels and that issues are identified. When issues are identified, in particular about workload, ensure they are consistently dealt with appropriately and quickly;

7.11 ensure that the faculty's policies and practices reflect whole school policies;

7.12 play a significant role in the leadership of the whole school through faculty meetings, attending SLT meetings when required, contributing to the development and implementation of school policies. Show active alignment with whole school AIP policy;

7.13 contribute to the delivery of whole school CPD;

7.14 develop and ensure the delivery of regular calendared events throughout the school year that develop the core values and mark local, national and international events that are relevant to the faculty (six per year across the faculty).

7.15 with support lead and manage the facilities (including off site) and equipment requirements of the subjects within the faculty to ensure the subject leads can ensure the best teaching and learning experience for all students.

7.16 develop curriculums and examination courses that meet the needs of learners and ensure retention and recruitment of practical and creative arts subjects at KS4 and KS5 is strategically implemented.

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Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications	• Good Honours Graduate with QTS or as required by the DfE		• Application
Experience	• A successful teaching record either as a trainee or experienced teacher • Experience of working with students of all abilities in the age group for which trained		• Application • Interview
Skills	• Skills set as outlined in the Teachers' Standards	• Outstanding subject and curriculum knowledge • Evidence of significant progress and outcomes for children	• Application • Interview • Assessment
Professional Development	• Commitment to continuing personal and professional learning development	• Evidence of Professional Learning relevant to the role	• Application Interview
Leadership Skills and Values	• Ability to inspire, motivate and challenge students • Commitment to the pursuit of excellence in educational standards • Ability to communicate effectively with colleagues, students, parents and external agencies • Commitment to and promotion of co-curricular opportunities	• Evidence of high level co-curricular activities • Potential for further leadership role	• Application • Interview • Assessment
Knowledge & Understanding	• Demonstrate good subject and curriculum knowledge including the national curriculum • Know how to secure outstanding progress and outcomes by students adapting teaching as needed		• Application • Interview • Assessment
Student Involvement	• Commitment to student involvement • Personal commitment to listen to student voice • Focus on individual student's needs and development of independent learning • High expectations of students	• Evidence of student involvement	• Application • Interview • Assessment
Personal Attributes	• Flexibility to cope with diverse needs of the post • Resilience to work under pressure • Positive, tenacious and optimistic • Ability to quickly establish positive relationships with students, staff and parents	• Initiative and ability to create new processes and practices to raise standards	• Application • Interview • Assessment

HOW TO APPLY

Closing Date for Applications: Monday 27th June 2022 at 9:00.

Interviews: To be confirmed

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification.

An Application Form is available in electronic format at venturerstrust.org and should be returned electronically along with the Equality Monitoring Form by following the instructions at the **Work With Us** section of the Trust's website.

Please note that due to the expected volume of applications it may not be possible to acknowledge or respond to all applicants.

SAFER RECRUITMENT IN EDUCATION

Venturers Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work. The aims of our Safer Recruitment procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification which will include a specific reference to suitability to work with children.
- A Venturers Trust Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.