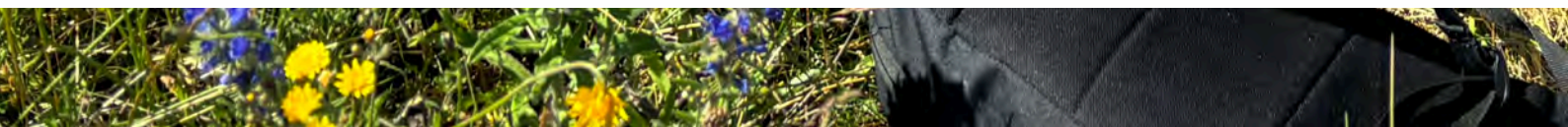




CHARTERS  
— SCHOOL —

Teacher of Geography  
Information 2026





# UNITY RESPECT EXCELLENCE

Thank you for taking the time to look at this job opportunity at Charters School for Teacher of Geography.

If you are an ECT you will benefit from a comprehensive induction programme not only within the school but also within the department. The school and the department are a fantastic place to develop your teaching skills.

Relationships across the school between parents, students and staff are warm and positive which makes Charters an environment that is a pleasure to work in and develop your career at.

Charters' motto, 'Unity Respect Excellence' underpins all we do, from our interactions with students leading to strong academic outcomes, excellent extra-curricular opportunities and the development of the individual. 'Unity Respect Excellence' also underpins how we develop our staff with our extensive professional development and well-being programmes.

In joining our community, you will be part of an organisation that will support you in your career goals and help you to develop as an individual.

I look forward to receiving your application.

Best wishes

John Fletcher  
Headteacher



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# GEOGRAPHY DEPARTMENT

Geography students at Charters School will be motivated and well-rounded decision makers who show an appreciation of the interconnectedness of the diverse physical and human world. Students will explore contemporary issues at a local, national and global scale to gain an insight into alternative viewpoints that enables them to make informed judgements and evidenced conclusions. Through fieldwork, students will develop enquiring minds and gain geographical skills and help them understand their place in creating a sustainable future.

This means:

Extending locational knowledge and deepening spatial awareness of the world's regions to include the diverse continent of Africa, Antarctica, India, China and the UK.

Understanding geographical similarities, differences and the interconnectedness between places through the study of human and physical geography.

Developing empathetic skills by looking at a range of viewpoints at a variety of scales.

Using key words confidently to 'speak like a Geographer', justifying opinions in extended writing.

Using fieldwork, research and data handling skills to collect, analyse, draw conclusions and evaluations from geographical data using multiple sources.

Through a range of decision-making exercises, students will consider the future challenges and possible sustainable approaches.



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The Geography department at Charters is a professional and friendly department with an experienced group of people committed to the highest possible geographical standards. The atmosphere within classrooms, as elsewhere in the school, is pleasant and purposeful.

External examination results are very good at both GCSE and A-level. Last summer (2025) at GCSE, we had 83% students achieving grades 9-4 with 34% of our students getting grades 9-7. At A-level 77.3% of students obtained A\*-B, and every year we have a number of students preparing for Oxbridge entrance with several going on to study Geography or a Geography related degree at university.

In Key Stage Three, students are taught in tutor groups. The course at KS3 aims to expand students geographical thinking and understanding of the world and develop key geographical skills, which includes decision making exercises, GIS and map skills. We also make active use of assessment for learning materials throughout all years. We are committed to helping all students achieve their potential through KS3 and beyond



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GCSE and A-Level students are taught in mixed ability groups where scaffolding and differentiation is used effectively. All GCSE and A-Level classes have regular exam practice to equip the students with the skills necessary to be successful. For GCSE we follow the Edexcel B Specification and for A-Level we follow the Edexcel Specification. A-Level classes are split between two teachers, usually with a physical/human geography divide. We continue to be a popular subject choice at both GCSE and A-Level, currently with 5 classes in Year 10 and 5 classes in Year 11. At A-Level, we often have external entrants to the sixth form joining our classes. Class size is approximately 15-20 and they achieve excellent results.



At KS3 we have taken students to Rushall Farm to study rivers and we are looking at further expanding our KS3 trip offering in the future. We also participate in the GA Worldwide quiz. For GCSE classes we run field trips to Southampton, to study variations in quality of urban life and to Hengistbury Head, to study coastal management and landforms. For our A-Level classes we take the Year 12s to South Wales for a week to collect fieldwork for their non-assessed examination, in the past we have taken them to the Isle of Wight. Every other year we also run a trip to Iceland for our Year 12 and 13 students. Teachers in the department are always on the lookout for new ways to stimulate their students and excite their interest. We work closely with the other Humanities subjects, sharing an office and workspace. Innovation in practice is welcomed, and this contributes to making the department a busy and exciting place to teach.



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# SKILLS

## KEY STAGE 5

You will be able to...

**Knowledge and understanding** - demonstrate knowledge and understanding of places, environments, concepts, processes, interaction and change at a variety of scales.

**Application** - Apply knowledge and understanding in different contexts to interpret analyse and evaluate, geographical information and issues.

**Skills** - use a variety of relevant quantitative, qualitative and fieldwork skills to, investigate geographical questions and issues. Interpret, analyse and evaluate data and evidence. Construct arguments and draw conclusions.

## KEY STAGE 4

You will be able to...

**Knowledge** - Demonstrate knowledge of locations, places, processes, environments and different scales.

**Understanding** - Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes. The inter-relationships between places, environments and processes.

**Application** - to apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.

**Skills** - select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

## KEY STAGE 3

You will be able to...

**Knowledge** - demonstrating knowledge of location, places, processes, environments and different scales.

**Understanding** - Apply geographical knowledge to understand different concepts and relationships between places, environments and processes

**Map skills** - Confidently using and being able to interpret atlases, maps, globes, OS maps and 4/6 figure grid references

**Fieldwork skills** - To collect, interpret, analyse and evaluate geographical information to make informed judgements.

**Extended writing** - To write in length assessing and evaluating geographical questions

**Decision making** - Make decisions based on geographical knowledge and understanding.

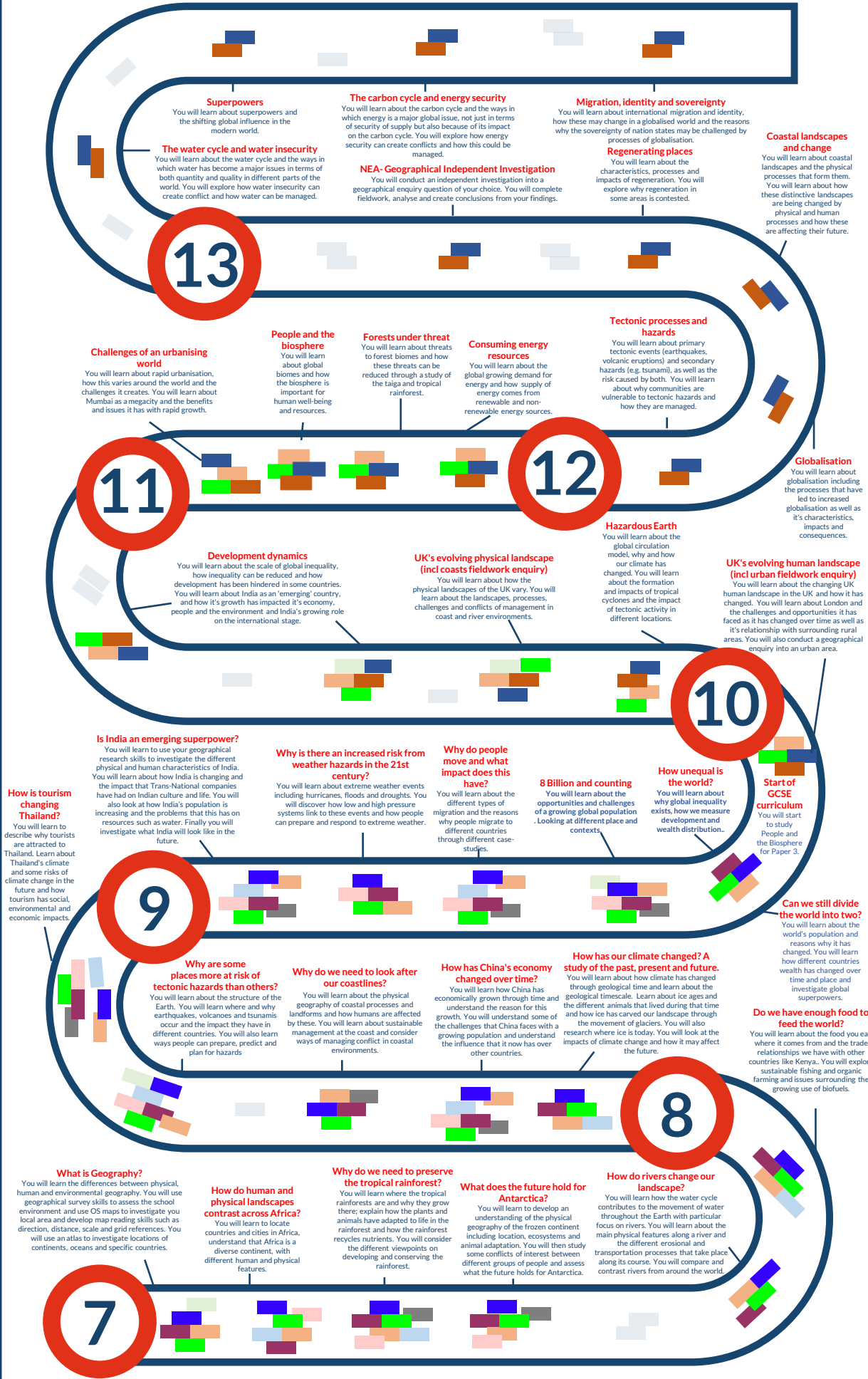
**Empathy** - Appreciating how their own and other people's values and attitudes affect social, environmental, economic and political issues.

**'Speak like a geographer'** - to be able to use an extended geographical vocabulary.



# GEOGRAPHY CURRICULUM ROUTEMAP

Geography students at Charters School will be motivated and well-rounded decision makers who show an appreciation of the interconnectedness of the diverse physical and human world. Students will explore contemporary issues at a local, national and global scale to gain an insight into alternative viewpoints that enables them to make informed judgements and evidenced conclusions. Through fieldwork, students will develop enquiring minds and gain geographical skills and help them understand their place in creating a sustainable future.





Post Title	Teacher
Salary	Charters School Pay Scale 1-9
Responsible to	Head of Department
<b>Job Purpose</b>  To contribute to raising standards of student achievement and attainment in a subject area or areas by teaching a timetable of lessons and supporting the Head of Department in the achievement of whole school and departmental targets.  All teachers at Charters School are expected to meet the National Standards (Parts 1 and 2).	
<b>Key Responsibilities</b> <ul style="list-style-type: none"><li>• To have high expectations of all students based on relevant data</li><li>• To teach using a variety of delivery methods which will stimulate learning, meeting the demands of the curriculum and through scaffolding and objectives ensure that the needs of all students are met</li><li>• To maintain discipline in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour and standards of work</li><li>• To assess students' work in line with school policies and procedures referring to student performance targets</li><li>• To contribute to the development and implementation of the subject's strategic improvement plan</li><li>• To attend and contribute to subject meetings</li><li>• To use data, both externally and internally produced, to assess student performance and to develop appropriate courses of action</li><li>• To review on a regular basis methods of learning and teaching</li><li>• To be a form tutor to an assigned group of students</li><li>• To register students</li><li>• To notify the designated safeguarding lead immediately about any concerns relating to a student</li><li>• To participate in the school's professional learning programme</li><li>• To continue personal development in relevant areas especially subject knowledge and teaching methods</li><li>• Where appropriate, ensure the effective deployment of classroom support</li><li>• To attend Open Evenings, Parents' Consultation Evenings.</li><li>• To attend staff briefings and meetings</li><li>• To undertake break duties as detailed in the staff Duty Rota</li><li>• To comply with the current school policies and procedures</li></ul>	
<b>Key Tasks</b> <ul style="list-style-type: none"><li>• To assess, record and report on the attainment, attendance and progress of students keeping such records as are required</li><li>• To provide or contribute to oral and written assessments, reports and references relating to individual or groups of students</li><li>• To prepare and update subject materials, including schemes of work</li><li>• To assist the Head of Department in the development of appropriate syllabuses, resources, schemes of work and teaching strategies</li><li>• To plan and prepare sequences of lessons to show progress over time</li><li>• To produce interim and annual reports for all students taught in line with the school's Teaching and Learning Policy</li><li>• To communicate with parents and outside agencies as appropriate</li><li>• To attend form tutor meetings as arranged by the Head of Year</li><li>• Mentoring a student or trainee teacher as appropriate</li><li>• To engage actively with the school's Performance Review programme</li></ul>	





## Person Specification Teacher

**Post Title:** Teacher

**Salary:** Charters Pay Scale 1-9 - Full-time Permanent Contract

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"><li>• QTS</li><li>• Degree in related subject</li><li>• Skills in ICT</li></ul>	Additional relevant qualifications
<b>Experience</b>	<ul style="list-style-type: none"><li>• Able to teach Subject to Key Stage 3, Key Stage 4</li></ul>	Key Stage 5
<b>Health, Attendance and Reliability</b>	<ul style="list-style-type: none"><li>• Good attendance and reliability</li><li>• Professional dress</li><li>• Professional commitment</li><li>• Good timekeeping</li></ul>	
<b>Quality of Relationships</b>	<ul style="list-style-type: none"><li>• An ability to work with members of a team</li><li>• Good teacher-student skills</li><li>• Ability to display fairness and respect for students and colleagues</li><li>• Excellent classroom management</li></ul>	
<b>Curriculum Work</b>	<ul style="list-style-type: none"><li>• A natural enthusiasm for the teaching of the subject</li><li>• Originality and creativity in the planning of SoW and the delivery of lessons</li></ul>	Some evidence of curriculum development
<b>Pastoral Work</b>	<ul style="list-style-type: none"><li>• Willingness to act as a Form Tutor</li><li>• Appreciation of the role of the tutor in monitoring student progress</li><li>• Commitment to the students in the tutor group in terms of their personal and social development</li><li>• Commitment to communicating when appropriate with parents</li></ul>	Experience as a form tutor or attached tutor
<b>Generic Attributes</b>	<ul style="list-style-type: none"><li>• Conscientiousness and tenacity</li><li>• Ability to meet deadlines</li><li>• Sense of humour</li><li>• Stamina, resilience and flexibility</li><li>• Organisation</li><li>• Commitment to own professional learning and that of other colleagues including those wishing to enter the profession</li></ul>	
<b>Dispositions and values</b>	<ul style="list-style-type: none"><li>• Commitment to comprehensive education</li><li>• Commitment to the achievement of all students</li></ul>	





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## APPLICANT INFORMATION

Thank you for your interest in our school.

Prospective candidates are requested to apply directly via the links on the vacancies page of the Charters School Website: [www.chartersschool.org.uk](http://www.chartersschool.org.uk). Please outline how your skills and experience have prepared you for the role and how you would contribute to Charters School's future success

Charters School  
Charters Road  
Sunningdale, ASCOT  
Berkshire  
SL5 9QY

Telephone 01344 624826

[www.chartersschool.org.uk](http://www.chartersschool.org.uk)— email: [recruitment@chartersschool.org.uk](mailto:recruitment@chartersschool.org.uk)

Charters School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Charters School is an Equal Opportunities Employer. Charters School: a company limited by guarantee, registered in England. Company Number: 08208767