



KEN STIMPSON
ACADEMY

Teacher of
Geography

Ken Stimpson Academy
Applicant Information Pack

Dear colleague,

It is my pleasure to welcome you to Ken Stimpson Academy.

KSA is a school that sits in the heart of its community. The very layout of Werrington links together many different aspects of community life. This theme is something we are keen to develop, and we welcome as many opportunities as possible to help our students grow to become valuable members of society.

The journey through secondary education has one of the greatest impacts on our lives. This experience, as we move through education, is something that stays with us for the rest of our life. Equally, the choices we make during this period, and how hard we study, will have long lasting consequences. We want to be clear that we are here to help shape those experiences and guide students to make the most of this period of their lives.

The passage through teenage years is challenging for all young people; we change and mature at such speed. Anyone with children who has experienced secondary school will know and understand the changes that occur in the first year alone. The most effective education is built around partnerships.

At KSA we have two aspirations. Firstly, to ensure that we do everything in our power to return your child to the community as a well-rounded and responsible young adult. Secondly, to create a high achieving environment where all students leave with the highest possible academic results. Results that open doors, build futures, and provide amazing opportunities.

My commitment is that we will always do what we consider to be right for the children in our care and ensure they have everything they need to succeed in their journey with us and beyond.

We look forward to receiving your application.

Damien Whales
Headteacher





What's it like to work at KSA?

“The mentoring from staff is of the highest quality with all staff willing to provide resources, support and advice. Everyone always has time to listen to you and help you in any way they can.”

ECT, Year 1, Science

“My first year has been both exciting and challenging, helping me build on what I had learnt in my teacher training and develop my pedagogy further. Coming to the end of my first year at Ken Stimpson I feel like I have built positive relationships in my department and with students I teach, making me feel prepared for next year.”

ECT Year 1, PE

“Throughout my time at Ken Stimpson, I have always felt supported by my colleagues; nothing is ever too big or too small. I believe my teaching has considerably improved thanks to the guidance of others, continued CPD, and the invaluable experience and challenge of providing quality-first teaching to our students.”

English Teacher at KSA since NQT

“There is always support available, a friendly ear, learning and CPD opportunities and an inclusive environment in which to develop practice and nurture student relationships. No two days are the same, but there is always something good in every day.”

History RQT

“Working at KSA I have found that the community of staff are highly supportive. During my time teaching here, talking to other staff to gain support, advice and new strategies has been the best asset. Staff are approachable and willing to give their time to help share their knowledge and skills. My advice is don't ever feel ashamed to ask for that support.”

Computing Teacher at KSA since NQT

The Humanities Faculty



Our Geography faculty is led and supported by a Head of faculty, a Quality of Education lead and a member of the Senior Leadership Team. The curriculum covers a wide range of Geographical themes, that include human, physical and environmental concepts from KS3 to KS5. We have spacious and well-resourced classrooms alongside the option to teach lessons in computer rooms as required. The curriculum has been planned collaboratively and is fully resourced, with the opportunity to adapt lessons where needed.

The KS3 curriculum has been planned to develop students' knowledge over time and be synoptic with several enquiries. In GCSE Geography we follow the EDUQAS B specification which covers topics such as climate change, global development and water security. We undertake two fieldtrips to Leicester and to Hunstanton each year as part of the curriculum. At A-level we follow the Edexcel specification which allows students to analyse and evaluate key concepts such as energy demand and supplies and migration, identity and sovereignty. For A-level Geography there is a trip to London with a focus on regeneration and globalisation in Camden and the Olympic Site. As well as a residential to either Cornwall, Pembrokeshire or Bristol.



In Geography our intent is to give students the ‘superpower’ that transforms the way in which they view the world. We aim to do this by promoting the importance of Geography as a means of understanding how the world we live in has been shaped by the past, the present and how it is likely to change in the future. Provide students the geographical knowledge needed for them to understand the human and physical processes that shape our world. We want to equip students with the skills to ‘Think, Speak and Write’ like a geographer and to investigate the world around them. As well as expose students to geographical enquiries and fieldwork which will allow students to deepen their knowledge and understanding. Overall, we want to develop students’ life skills such as evaluating, analysing, empathising, and communicating.



Support for Our Staff

We know that for our students to excel and reach their potential, our staff need to thrive professionally. We value teamwork and provide opportunities for our staff to work collaboratively. As teachers, we believe that we never stop learning and we support each other with our professional development. We share examples of good practice regularly throughout the year and enable teachers to visit other classrooms and see their colleagues in action.

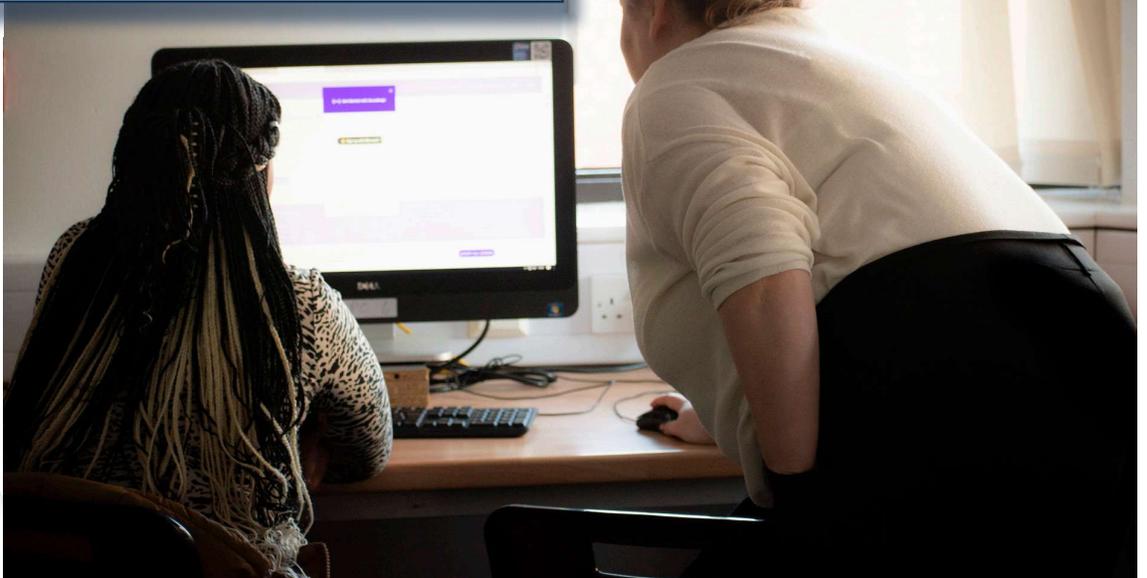
Our senior and middle leaders have benefited from participating in a range of highly regarded professional development courses; several have completed NPQ qualifications and Masters qualifications with varying areas of specialism.





Initial Teacher Training is a high profile area of quality at Ken Stimpson Academy. We work with a range of ITT providers from the surrounding areas and welcome trainee teachers in a broad range of subject areas. Our skilled staff deliver training sessions at local ITT providers, sharing their expertise wider.

Early Career Teachers benefit from a strong and well established programme of development and support. The induction team have even been recognised by the Local Authority as an example of excellence and continue to offer personalised and impactful support, mentoring and coaching to those new to the profession.



Teacher Job Description

Responsible to: Head of Faculty

This Job Description should be read alongside the range of professional duties of teachers as set out in the current School Teachers' Pay and Conditions Document and Teacher Standards.

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 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 School 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 School's 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 School, in accordance with the School'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 School including extra-curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- 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.

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 School, 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 School 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.
- To be responsible for the well being 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.
- To be responsible for the School's reward system within the tutor group.
- To meet regularly with the Progress Leader and attend year team meetings
- To support inter-form and extra-curricular activities as arranged by the Pastoral team.
- To ensure that students follow the School's uniform policy.
- To ensure that students follow the School'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 may reasonably request.

EQUALITY OPPORTUNITY

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies.

SAFEGUARDING CHILDREN

The Four Cs MAT is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments involve regulated activity and are subject to an Enhanced DBS disclosure, Barred Check List and two successful references. Online searches are carried out on all shortlisted candidates.



Visit our website to find out more
WWW.KENSTIMPSON.ORG.UK



Headteacher: Damien Whales, Ken Stimpson Academy is a school within the Four Cs Multi-Academy Trust (MAT)

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Registered office: Helpston Road, Glinton, Peterborough, PE6 7JX