



SHENFIELD HIGH SCHOOL

TEAM LEADER FOR
GEOGRAPHY
September 2026

Information for candidates

L E A R N I N G F O R L I F E

Team Leader for Geography

TLR 1a - £10, 173

Required September 2026

The role

Required for September 2026 a charismatic and dynamic individual to lead our geography department. The successful candidate will be an outstanding practitioner with the ability to inspire others to excel and the knowledge and ideas to continue the development of the geography curricula for the benefit of all students across all phases.

Over one hundred year 9 students have chosen to study GCSE geography from September 2026 and we also have healthy subscriptions for A level geography with it being a constant offer within our large sixth form.

Our School

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

The school is conveniently located close to Shenfield mainline station on the line into London Liverpool Street and home to the eastern terminus of the new cross rail Elizabeth Line.

We can offer you:

- Outer Fringe allowance
- A 'Golden Hello' if you are a direct applicant to the school
- Private GP service
- Employee Assistance programme
- Access to a fully equipped fitness suite
- Continuous CPD programme
- Discounted childcare during half-term breaks
- Supportive onboarding

If you would like an informal discussion about this position and/or a pre-application visit, please contact the HR Manager: e.kirk@shenfield.essex.sch.uk

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This appointment is subject to an enhanced disclosure check and positive references.

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Job details

Start date: September 2026

Salary: MPS – UPS, plus TLR1a - £10,173

Contract type: Permanent. Full time

CLOSING DATE: Monday 18th May 2026 (9am)

Interviews: Wednesday 20th May 2026

Application details from the school's website: www.shenfield.essex.sch.uk. Please apply using the application form and a cover letter that outlines how your experience and skills fulfil the job description and person specification; **CVs are also welcome in the first instance.**

Where possible, you should apply outlining how your experience and skills fulfil the job description and person specification; CVs are also welcome in the first instance.

Please Note - Applications will be assessed upon receipt and we reserve the right to interview and appoint prior to the closing date. Early applications are therefore strongly advised. References will be requested prior to interview.

Shenfield High School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

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JOB DESCRIPTION: TEACHER OF FRENCH AND SPANISH

Reporting to: Headteacher through senior line manager

Responsible for: all members of the Geography Team

Overall Purpose of Post

All teachers are accountable to the Headteacher through their Line Manager. The post holder will be expected to perform the following duties and meet the teaching responsibilities as set out in the School Teachers' Pay & Conditions Document (STPCD) and to the quality as laid out in The Teaching Standards/ ECT Framework.

Main purpose

The team leader will take lead responsibility for providing leadership and management for geography to secure:

- › High-quality teaching and subject knowledge of staff
- › A coherently planned and sequenced curriculum in geography
- › Improved standards of learning and achievement for all
- › Consistent assessment and accurate teacher judgements within the subject
- › Effective use of resources

Duties and responsibilities

Teaching

- › Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- › Assess, monitor, record and report on the learning needs, progress and achievements of assigned students, making accurate and productive use of assessment
- › Adapt teaching to respond to the strengths and needs of students
- › Set high expectations that inspire, motivate and challenge students
- › Promote good progress and outcomes by students
- › Demonstrate good subject and curriculum knowledge

Strategic Direction

- › Develop and implement policies for Geography in line with our school's commitment to high-quality teaching and learning
- › Promote the subject, its importance, and the value that it brings across the school
- › Have a good understanding of how well the subject is being delivered and the impact it has on student achievement
- › Use this understanding to feed into the school development plan and produce an action plan for the subject
- › Communicate with the special educational needs coordinator (SENCO) to ensure the curriculum matches the needs of those students with special educational needs and/or disabilities (SEND)
- › Promote careers education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities
- › Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- › Make a positive contribution to the wider life and ethos of the school
- › Work with others on curriculum and student development to secure co-ordinated outcomes

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Leading the curriculum

- › Develop and review regularly the vision, aims and purpose for the subject area
- › Oversee the planning of the curriculum content, ensuring it is well sequenced to promote student progress
- › Ensure the planned curriculum is effectively and consistently implemented across the curriculum area
- › Make sure there is an effective system of assessment that oversees the progress of students to ensure the curriculum has a positive impact on students' learning
- › Have an overarching responsibility for students' achievement and standards in the subject area

Leading and Managing Staff

- › Establish an effective team and hold regular meetings on the subject to keep staff informed on any developments or changes
- › Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- › Monitor teaching and learning by visiting lessons, scrutinising books, and talking with students to assess how well the subject area is being implemented and how well it is delivered across the curriculum area
- › Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- › Liaise effectively with exam boards to ensure that teachers understand and are familiar with the specifications that are being delivered
- › Support teachers to make accurate assessments and manage moderation
- › Take responsibility for performance management for your team, appraising staff in line with the school's appraisal policy
- › Contribute to timetabling and managing the grouping of students within the curriculum area

Efficient and effective deployment of resources

- › Create a safe, welcoming environment and take care of the classroom accommodation, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in students
- › Audit, check and manage resources to ensure they are up to date and match student and curriculum needs
- › Manage the curriculum budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- › Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to students learning from home if necessary

Professional development

- › Provide training, practice and coaching so all staff become experts in teaching all aspects of the curriculum
- › Attend relevant training courses and share new knowledge with colleagues
- › Take part in the school's appraisal procedures
- › Take part in further training and development in order to improve own teaching
- › Where appropriate, take part in the appraisal and professional development of others

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Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the DSL to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

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Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified Teacher Status• Degree Level Qualification + Secondary PGCE or QTS Qualification for the Secondary Phase• Evidence of continuing professional development• Commitment to ongoing research into school improvement• Evidence of leading professional development activity
Experience	<ul style="list-style-type: none">• Evidence of impactful geography teaching• Examples of contribution to whole school or curriculum improvement• A track record of raising standards and delivering educational excellence• Understanding of high-quality curriculum, teaching and assessment and the ability to model this for others and support others to improve• Experience of successfully managing change• Engagement with current education developments, opportunities and innovations• A rigorous approach to accountability for pupil learning outcomes• Active contribution to the wider part of school life• Works relentlessly to deliver the department's and school's targets, goals and ambitions• Generates high expectations and achieves the best for every pupil
Skills and knowledge	<ul style="list-style-type: none">• The ability to challenge, influence and motivate others• Leads by example with an understanding how to use different leadership and management styles• Ability to use data to inform decision making and diagnose weaknesses that need addressing• Professional and personal integrity• Articulates the school's vision and inspires, motivates and empowers others to achieve this• Manages staff performance highly effectively to drive up standards• Visible and accessible to all stakeholders
Personal qualities	<ul style="list-style-type: none">• Personal pride in delivering success against challenging targets• Excellent interpersonal and communication skills• Passionate about supporting, motivating and inspiring others• A strategic thinker who is creative and imaginative• Stable and supportive with stamina, energy, confidence and emotional intelligence• Shows consistency of judgement and high integrity• Resilient, positive and calm – uses networks to seek advice and support



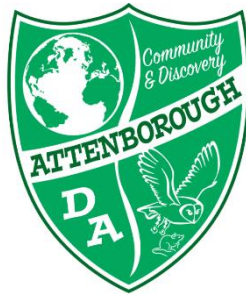
SHENFIELD HIGH SCHOOL

ABOUT US

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and a commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

We offer a broad and rich curriculum from years 7 to 13 with a full commitment to the traditional academic, creative and the physical. Our reputation for sport, both elite and recreational and for our creative arts is second to none for a state comprehensive school. Through the efforts of our highly engaged staff the curriculum runs strongly through into the extracurricular with clubs and activities offered in all areas.

The whole school community has devoted significant time in the most recent years revisiting the school values and the House System.



SUPPORT

Our greatest asset is our staff, 'Team Shenners'. Our teaching staff are very experienced and committed to Shenfield High School and they are complimented by a group of newer entrants to the profession who bring fresh ideas and energy to the school. The teaching team works hand in hand with the highly qualified and experienced support staff who are integral to the daily functioning of the school.

At Shenfield High School we recognise that starting at a new school whether a new entrant to the profession or more experienced can feel daunting and comes with added pressure. The evaluation extract below highlights some of the key actions taken this year in support of staff wellbeing:

Shenfield High School is a strong community of staff, students, and their parents. Parents are very supportive of the school and recognise the uniqueness of some of the opportunities their children are afforded by attending the school.

As a standalone academy it is our governing body that works in partnership with the Headteacher and senior team in setting the strategic direction of the school. Our governors come from a variety of backgrounds and professions and are very supportive of the school. On the following page you can find an overview of our strategic framework that highlights our key focus areas for the years ahead



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THE APPLICATION PROCESS

The best way to find out about our school is to visit our website and come for a guided tour of the site.

If you are interested in a tour, contact the Headteacher's PA, Mrs Watson c.watson@shenfield.essex.sch.uk

- Please visit our website for an application form Job Vacancies - Shenfield High or email our recruitment@shenfield.essex.sch.uk for a hard copy of our application form
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position. Please take note of the person specification and keep your statement to no more than two sides of A4.

Interviews are a two-way process, please ask as many questions as you have and make sure you feel this is the school for you.

If your interest in our school has been piqued by anything you have read here then we would love to hear from you.

We wish you well in your search.

Clare Costello
Headteacher