



Candidate Information Pack

Details of the Post

Job Title:	Geography Teacher
Start date:	1 st September 2026
Status of post:	Permanent
Closing date for application:	Tuesday 10th February 2026
Interview Date:	Monday 23rd February 2026

WELCOME – Headteacher

Dear Prospective Candidate,

Thank you for your interest in this important post within our English Department. I hope that after finding out more about Wood Green School, and our English Department in particular, you will want to apply to be part of our dedicated staff team.

Wood Green School is an oversubscribed 11-18 comprehensive in Witney, close to the Cotswolds with excellent links to Oxford and London. We are an extremely supportive school, with staff wellbeing a priority. Our school stands out for its commitment to academic excellence and personal development. Our curriculum approach and teaching principles values subject specialism, giving strong department teams the freedom to share their love of their subject and to light fires. The extensive range of extracurricular activities encourages students to explore their wider talents and build leadership skills. Our dedicated, caring staff are passionate about nurturing each student's academic and personal potential.

This is a very exciting time for Wood Green. We have created our Wood Green Baccalaureate, that encourages and celebrates everything that a school should develop in young people: engagement in all subjects, learning skills such as research and communication, and personal skills such as thoughtfulness for others. We believe strongly in a culture of mutual respect and strong relationships, demonstrated in our Behaviour Policy built on restorative principles and our Diversity, Equality and Inclusion Policy. Everything is underpinned by our LEARNWell values. Our strong reputation and results improving year-on-year have led to a rapid rise in student applications. This holistic approach ensures that we live out our mission *to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world.*

I believe that investing in staff is crucial to achieving our mission. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with other schools through our local and national partnerships. All teaching staff work with peer coaches in school and have opportunities for professional development through Trust Peer Reviews, Oxford University Department of Education and National Professional Qualifications. Wood Green School is part of the Acer Multi-Academy Trust, consisting of nine schools: Wood Green School, Chalgrove Primary School, Stadhampton Primary School, Botley Primary School, Icknield Community College, Watlington Primary School, Glory Farm Primary School, Cooper School and Matthew Arnold School. All nine schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are Trust, Big-Heartedness and Ambition.

If this feels like a school where you can flourish, I look forward to hearing from you.

Yours sincerely



Rob Shadbolt, Headteacher

Mission, Values and Vision

Mission Statement

“Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world.”

Our Values

LEARNING EFFORT ASPIRATION RESPECT NURTURE WELLBEING

Our **LEARNWell** values reflect our commitment to developing the whole person and underpin everything we do:

- **Learning** – Wood Green students show curiosity, are creative thinkers, communicate powerfully, respond well to feedback, and find ways to learn that work for them
- **Effort** – Wood Green students are proud to try hard and to be successful, are not scared to fail, work well with others and by themselves
- **Aspiration** – Wood Green students achieve highly, believe they can improve, and leave prepared for their next exciting adventure
- **Respect** – Wood Green students respect all others, take responsibility for their own actions, develop good relationships with all students and staff, and take care of their environment
- **Nurture** – Wood Green students are kind to others and contribute to their community
- **Wellbeing** – Wood Green students manage themselves well emotionally, and know how to keep themselves healthy and safe.

Department Information

Department Information

The Geography Department is a dynamic, creative and forward-thinking department which is keen to develop students' knowledge and understanding of Geography. The Department would like to appoint a committed and enthusiastic teacher, to teach across the age and ability range. The Department obtains impressive results, at GCSE and A Level, and would like to appoint a teacher who will be able to work with the team and contribute to its further development.

Ethos

The WGS Geography curriculum enriches students understanding of the world to help them understand their experiences within local, regional, and global systems; to empower them with geographical knowledge and skills to make informed judgements about the challenges the world currently faces; and to acknowledge their role in securing a sustainable future for the planet. Through their work, the department encourage students to take their place in an ever-increasing technological society. We challenge the students' mindset to think, act and speak as those working in the field.

To meet the needs of our intent, the department have developed the curriculum to include the following opportunities:

- Frequent retrieval opportunities to empower students and develop their confidence
- Authentic contexts in which to learn new key concepts, which are designed to motivate and model to students how we can use geographical knowledge to answer problems. Through these contexts, we can develop the cultural capital of our students
- Frequent and timely formative feedback designed to allow students and teachers to check misunderstandings and misconceptions that may have arisen with personalised feedback and rethink opportunities made available
- A focus upon modelling and scaffolding of application questions which increase in challenge

- Analysis tasks which offer students opportunities to use knowledge to interpret, evaluate, make judgements, draw conclusions, develop, and improve enquiry-based procedures.
- Geographical enquiry skills are embedded within the curriculum and integrated with key knowledge.

Curriculum

The Geography department has a clear vision to develop a coherent geographical experience that provides continuity and progression of geographical content and skills across all key stages. We wish to embed a range of teaching and learning strategies, uses of ICT (GIS) and AFL techniques into the subject to help create enjoyable and relevant geographical lessons that promote independent learning and enquiry. We want students to ask questions about the world in which they live and to be motivated to find the answers to their own questions and to become more global citizens.

Key Stage 3

The curriculum draws upon a range of pedagogical research, alongside our own professional understanding of our school and our context. There is careful sequencing and planning of the knowledge and skills to be taught, returned to, and extended, and how it builds over time. During KS3, students revisit topics and themes, with the complexity of each topic or theme increasing upon each revisit. Our curriculum is broadly based upon the National Curriculum, and is based upon the following concepts: connections, physical processes, management and resilience, conflict, risk and vulnerability, development, inequality, and geopolitics. Ultimately, we want Geography students to enjoy geography and feel equipped with the skills needed to engage with contemporary debates and issues in the subject.

Key Stage 4

Students follow the Edexcel Geography B GCSE Syllabus, focussing on three components: Global Geographical Issues, UK Geographical Issues and People and Environment Issues. Students conduct fieldwork in Year 10 and Year 11 which supports the UK Geographical Issues component.

Key Stage 5

Students follow the Edexcel syllabus. In Year 12, they currently cover: Regenerating Places, Globalisation, Coastal landforms and Processes and Tectonic Hazards. Fieldwork supports these topics and teaches the skills necessary for their NEA. In Year 13, the topics include Water and Carbon Cycles, Superpowers, and Migration, Identity and Sovereignty.

Department Development and Future Plans

A new Head of Department took over in September 2024, who is developing an already successful department. Current areas of focus include revision activities in years 11 and 13, an evaluation of KS3 curriculum design and fieldwork skill development (considering wider extra-curricular opportunities).

Job Description

Job Title	Teacher of Geography
Job Description	This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.
Establishment	Wood Green School, Woodstock Road, Witney, OX28 1DX
Responsible to:	Head of Geography
Responsible for:	Teaching and supporting all designated classes in Geography
Purpose of Post	<ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate To monitor and support the overall progress and development of students as a Teacher/Form Tutor To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
Teaching	<ul style="list-style-type: none"> To undertake a designated programme of teaching across all key stages Teach consistently high-quality lessons Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5 Be a role model for students, inspiring them to be actively interested in Geography To maintain appropriate records and to provide relevant accurate and up-to-date information on Bromcom To complete the relevant documentation to assist in the tracking of students Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching Prioritise and manage time effectively, ensuring continued professional development in line with the role To follow the school policies and procedures To ensure the effective/efficient deployment of classroom support To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework Follow schemes of work for Geography at all Key stages Promote aspects of Personal Development related to Geography Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of Geography Promote Geography learning through out of hours activities Ensuring a high-quality learning environment throughout the Geography area.
Assessment, Feedback and Tracking	<ul style="list-style-type: none"> To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy To follow department monitoring and tracking systems relating to students' attainment, progress and achievement Mark, grade and give written/verbal and diagnostic feedback as required

	<ul style="list-style-type: none"> • Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures • Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • Complete the relevant documentation to assist in the tracking of students • To follow department policy regarding department tracking of student progress and use information to inform learning and teaching • Follow setting and co-ordinating assessment arrangements in Geography at all Key Stages, and in all areas as required by school policies, including standardising those assessments.
Staff Development	<ul style="list-style-type: none"> • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management process • Participate in whole school CPD programmes • To take part in the staff development programme by participating in arrangements for further training and professional development.
Student Support and Progress	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students • To promote the general progress and well-being of individual students and the Tutor Group as a whole • To liaise with the relevant pastoral leaders to ensure the progress of students • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • To evaluate and monitor the progress of students and keep up-to-date student records as may be required • To lead the National Baccalaureate within the tutor group • To contribute to the preparation of Action Plans and other reports as required • To alert the appropriate staff to problems experienced by students • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. • To contribute to PSHE and citizenship and enterprise according to school policy • To apply the Behaviour for Learning policy so that effective learning can take place • Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.
Safeguarding	<p>Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.</p>

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status• Successful teaching experience• Evidence of professional development relevant to this role
Skills and knowledge	<ul style="list-style-type: none">• Good classroom practice, constantly showing a positive and resilient approach to students and staff• Excellent communication and organisational skills• Knowledge of effective teaching and learning strategies• A good understanding of how children learn• Ability to adapt teaching to meet students’ needs• Ability to build effective working relationships with students• Knowledge of guidance and requirements around safeguarding children• Knowledge of effective behaviour management strategies• Effective communication and interpersonal skills• Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none">• High expectations for all students and belief in bringing out the best in all• Commitment to upholding and promoting the ethos and values of the school• Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to equality

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.





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