



Chislehurst  
& Sidcup  
GRAMMAR SCHOOL



*Helping the learners of today become the leaders of tomorrow*



## Teacher of Geography Recruitment Pack



Dear Applicant,

Thank you for your interest in the position of Teacher of Geography at Chislehurst & Sidcup Grammar School. This is a fantastic opportunity for a passionate and committed classroom practitioner who can instil a love of learning by delivering inspirational lessons. We particularly welcome applications from candidates who can teach Geography at KS5.

Chislehurst & Sidcup Grammar School is one of the top performing grammar schools in the South East, based in the London suburb of Sidcup. We are a heavily oversubscribed mixed selective school where students excel, with many going on to Oxbridge or other Russell Group universities. Our students are bright, motivated and enthusiastic and thrive at English in a highly successful department.

Successful applicants will show considerable initiative and be prepared to innovate both in the classroom and in the field. Above all, they will be passionate and strongly motivated to play a pivotal role in the future of Chislehurst & Sidcup Grammar School.

I very much look forward to receiving your application and meeting you.

A handwritten signature in black ink, appearing to read 'Nigel Walker', with a long, sweeping flourish extending to the right.

Nigel Walker, Headteacher





## Our school

The school opened in the Autumn Term of 1931 and has been at three different sites since then. CSGS has been at the current site for over fifty years and has undergone considerable building development, ensuring that we have purpose-built buildings for Art and Design, Performance and Sixth Form study. There has also been the development of sporting facilities with flood lit netball courts and full gym equipment (which staff are able to use after school).

CSGS aims to educate and prepare for life, able students from all backgrounds. This mission is dynamically carried forward within a caring, happy and supportive community. We look to develop the character of our students focusing on resilience, intellectual curiosity, courage, creativity, commitment, responsibility, gratitude and compassion. The ingrained idea of excellence in school life allows students to reach the highest academic, sporting, cultural and aesthetic standards.

The special quality of learning in the classroom is equally matched by the richness of teaching that students experience. We aim to help our students to leave the school fully prepared for the future ahead of them and, as our school motto states, we believe that 'from hard work character grows'. *Abeunt studia mores.*

Whilst healthy academic competition is central to the CSGS ethos, there are also many opportunities for students to enter into the wider life of the school. Service to the school and community is enthusiastically performed and high levels of leadership and responsibility are actively taken on by students at all levels. There is a supreme belief that building CSGS's tradition of excellence comes not from dwelling on yesterday's successes but performing tomorrow's tasks.

Take a tour of our school. <https://virtuelschooltour.co.uk/chisandsidgrammar/>





## Why join the teaching staff of Chislehurst and Sidcup Grammar School?



### Academic success

CSGS is one of four grammar schools in Bexley and as such our students all pass an entrance examination in order to attend the school. Our results reflect both the hard work of the students and the teachers with the GCSE results for 2024 giving us a Progress 8 score of 0.82 and our A level students continuing to move on to top institutions.

The focus on the academic progress that the students make in the school is evident from the school's priority to ensure that the academic and pastoral support is on offer with the role of Head of Learning for each year group and a Learning Manager to provide a key link with parents.





## Continuing Professional Development

As well as outstanding students who are keen to learn we look to have a happy staff who are able to develop professionally.

We offer an internal CPD programme that is personalised for a teacher's needs and considers the needs and wants of the teaching staff. There is a clear focus on Teaching and Learning with staff delivering thoughtful and thought-provoking sessions that always include opportunities for sharing of good practice and working together collaboratively. This sharing of good practice is encouraged further through all teaching staff being given time to visit another school to share ideas which can be brought back to their curriculum areas. There is also a specific training programme for any Early Career Teachers.

All new staff are also given a mentor to enable them to have a member of staff that they can go to for any additional support or questions that they may have as well as a member of the Senior Leadership Team being responsible for the Induction of New Staff. Working parties have also been used when staff are looking to develop a key issue.

## Wellbeing

It is of vital importance to us that our staff are happy and enjoy coming to work. In order to enhance this, we offer wellbeing sessions where staff have the opportunity to learn a new skill and spend time with other staff. Staff here at CSGS are also a close community with free gym access to onsite facilities. The staff society also organise a Christmas party every year.

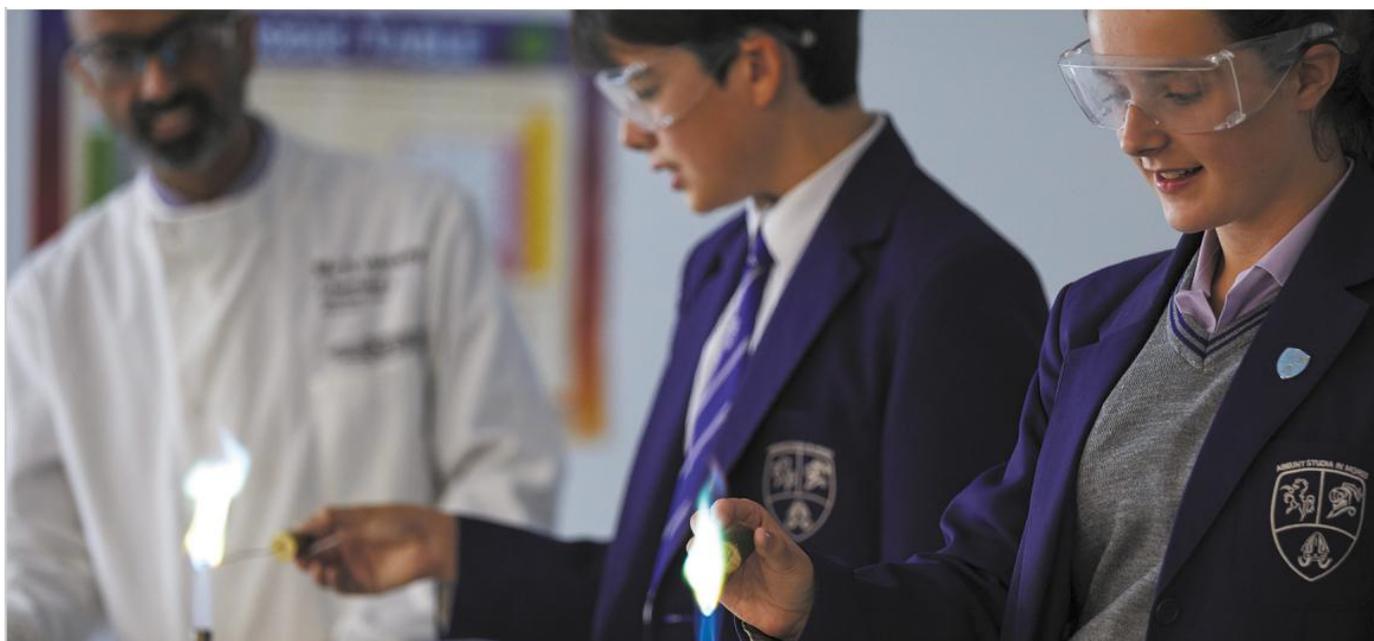
Our continued commitment to the wellbeing of our staff and students is further evidenced by achieving a Wellbeing Award for the support of the wellbeing of our staff and students.

We offer a comprehensive Wellbeing employee assistance programme 24/7.



## Additional benefits

Further to this, we offer a competitive pay and pension scheme and to support parents we offer a priority to children of members of staff to join this school (subject to passing the 11+ examinations). All staff will also receive a tailored induction programme as well as a professional development scheme (as mentioned above) with the possibility of funding for additional qualifications. We offer discounted local gym membership (in addition to free use of our on-site facilities), free car parking on site, cycle to work and on-site dining with superb food.





## The Geography Department

In Geography, we aim to inspire and create curious geographers who want to learn about, question and change the world we live in. Our wish is for our students to become the global citizens who will lead the future change. As such, our curriculum draws on a wide range of topical issue-based themes to explore topics such as the impact of globalisation, resources, weather and climate and exploration of the continent of Africa to contest the idea of a single story. We offer field trips and out of class learning experiences, such as exploring microclimates around our school, a visit to Canterbury to investigate the impact of globalisation on the High Street, Ecosystems in the Sidcup Glades and River characteristics and management. We also offer enrichment activities such as the Eco club, which enable students to explore issues around sustainability and develop their understanding of the world around them. Broader opportunities include participating in competitions such as the Young geographer of the year' through the RGS and lectures. We are committed to providing a collaborative learning environment that values teamwork, creativity and a global outlook.

The department currently consists of four members of staff. Some members of the department have other responsibilities in the School. Geography is taught as a separate subject in all key stages, and is well subscribed at GCSE and 'A' Level. The department is housed in four specialist teaching rooms. One room is equipped with 16 computers. Over the last three years, 69-70% of students achieved grades 9/8/7 in the GCSE examination, 77% to 92% of students achieved A\*-B grades in A Level Geography.

### Geography Curriculum

#### Key Stage 3

Year 7 to 9 pupils study a range of human and physical geography units, with GIS and fieldwork opportunities throughout. Through the varied topics we study we aim to develop the intellectual and emotional character of our students enabling them to develop empathy and an understanding of sustainability and the consequences of our actions on others. Topics are drawn from both the physical and human components of the subject and allow students to investigate ecosystems, weather and climate, tectonic events, settlement development, globalisation and development issues. Within each unit of work students will engage in decision making tasks, extended writing and knowledge quizzes to assess progress and understanding.

#### The topics of study are:

- In year 7, students undertake 6 sections of work beginning with Map skills, Spheres and resources, globalisation, Weather and climate, Coasts and Africa.
- In year 8, students understand 6 sections of work beginning with Climate crisis, Migration, Weather hazards, Amazon and Antarctica, Rivers and the Middle East
- In year 9, students undertake 5 sections of work beginning with Tectonic hazards, Factfulness and development, Superpowers- China and Russia and complete a decision-making unit.

#### Key Stage 4



We follow the AQA Geography at GCSE, this is a linear course with final examination assessment via three separate papers at the end of Year 11. In 2025 the entry for GCSE was 86 pupils, of which 70% passed with Grades 9/8/7.

**The topics of study are:**

**Paper 1: Living with the physical environment (worth 35% of final grade)**

- The challenge of natural resources which involves the study of food, water and energy resources. Students will consider the demands and challenges in relation to each resource type and link to global and UK based examples.
- The living world which involves the study of both a rainforest and cold environment. Within this topic students consider the key characteristics of the environment, climate and wildlife as well and the challenges and opportunities available based on case study locations.
- Physical landscapes of the UK which is traditional rivers and coastal geographies, this focuses on processes and landforms found in these two different locations as well as the consequences of erosion and flooding on the people and environment.

**Paper 2: Challenges in the human environment (worth 35% of final grade)**

- Urban issues and challenges involves consideration of the processes within our urban environments both within low income countries and the UK. Pupils will consider changes and challenges in urban contexts such as air pollution and slums and response that major global cities have made to these issues.
- The changing economic world is a topic concerned with global development and application of development concepts to an emerging nation such as Nigeria as well as the UK. Pupils will consider factors affecting development and how countries development has affected the quality of life if its population.
- The challenge of resource management begins by considering the distribution and challenges of energy, water and food supplies within the UK. Supply and demand and changing patterns of use and their consequences are studied. One resource is then studied at a global scale considering issues of supply and demand and inequality.

**Paper 3: Geographical application (worth 30% of final grade)**

- Issue evaluation: this will involve a pre-release resources booklet which involves critical thinking and problem solving around an issue which changes every year.
- Field work and geographical skills: are an integral component of the course enabling students to investigate contrasting landscapes through the enquiry process. The specific location of fieldwork will vary year to year depending on the demands of the syllabus but will involve both human and physical geography fieldwork.

**Key Stage 5**

Geography is a popular A Level subject with many students pursuing their knowledge and understanding of the planet they live on. Teaching of the Geography course is split between two members of staff, with one focusing on the human syllabus content and the second focusing on the physical syllabus content.



- **Paper 1: Physical geography (worth 30% of final grade)**

Throughout Year 12 the physical components under the topic heading 'Dynamic Landscape' includes the study of both 'Tectonic Processes and Hazards' and 'Landscape Systems, Processes and Change' will be studied. This enables a study of cause, impact and response, considering the changing nature of landscape and risk over time and study of the factors that influence change. Pupils will consider the role of different players and how risk is affected by both human and physical factors.

Within Year 13 you will study 'Physical systems and sustainability' which focusses on both global systems of carbon and water leading onto issues such as water and food security and threats to ecosystems.

- **Paper 2: Human geography (worth 30% of final grade)**

The human component under the heading of 'Dynamic Place' includes the study of 'Globalisation' and 'Shaping Places'. This includes studying the cause and consequences of globalisation and how why places are shaped and changed as well as meanings and identities attached to different places. Pupils will consider how cultural and demographic issues can be managed.

Within Year 13 you will study 'Human Systems and Sustainability'. You will learn about geopolitics considering hard and soft power, superpowers as well as cause and consequences of migration, identity and sovereignty. This considers many issues facing global political powers and global organisations.

- **Paper 3: Synoptic paper (worth 20% of final grade)**

A synoptic paper based upon a geographical issue within a place based context that links to the compulsory content of both physical and human geography- Water and carbon cycle, Tectonics, Globalisation and superpowers.

**NEA: Coursework (worth 20% of final grade)**

An independent geographical investigation will be undertaken by each student who will develop their own enquiry question based on areas of study and use the enquiry process to draw conclusions.



# Job Description

**The role:** Teacher of Geography

**Start date:** September 2026

**Salary:** MPS/UPS Outer London (currently £37,870-£56,154)

**Contract:** Full time, Permanent

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**LINE MANAGER:** Curriculum Leader

## GENERAL RESPONSIBILITIES:

### A. STRATEGIC DIRECTION AND DEVELOPMENT OF CURRICULUM PROVISION IN THE SCHOOL

1. Contribute to a positive ethos in which all students have access to a broad, balanced and relevant curriculum;
2. Analyse and interpret relevant school, local and national data relating to the classes they teach and advise the senior management on the level of resources required to maximise achievement;
3. Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within the classes they teach;
4. Consider the views of both pupils and parents/carers and to respond appropriately.

### B. TEACHING AND LEARNING

1. Develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour and discipline;
2. Support the identification of, and provision for students with additional educational needs within the classes they teach;



3. Regularly monitor progress of students within the classes they teach which is then reflected in teaching plans;
4. Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process;
5. Ensure setting of realistic and challenging expectations of students in the classes they teach;
6. Liaise effectively with staff to ensure the successful transition of students through the school;
7. Contribute fully to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.

### **C. RELATIONSHIPS WITH STAFF**

1. Achieve constructive working relationships with all staff;
2. Direct, organise and manage the work of support staff within the classes they teach;
3. Provide regular information to senior staff on student progress.

### **D. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

1. Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting teaching objectives;
2. Participate in the performance management system and agree objectives based on the school improvement plan, borough and nationally determined targets.

### **E. GENERAL**

1. Promote the school's mission, aims, values, ethos, behaviour policy, and other policies;
2. Perform the role of form tutor and carry out its attendant responsibilities;
3. Participate in the designated guidance and direction of pupils, including progress reviews and target setting meetings;
4. Contribute to the delivery of the Personal and Social Education (PSE), Careers, and Health Education programme;
5. Attend assemblies, designated school functions (such as parents evenings, Speech Day etc.) and register the attendance of pupils;
6. Provide cover according to the terms of the nationally agreed framework;
7. Contribute to the school's complementary curriculum;
8. Take on any additional responsibilities which might, from time to time, be determined.

### **SPECIFIC RESPONSIBILITIES:**



*To be agreed with Line Manager.*

*The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Offers of employment are subject to a satisfactory enhanced DBS disclosure and other employment checks.*



# Person Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Good honours degree in relevant subject</li> <li>• Teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of other professional study</li> <li>• Higher degree</li> </ul>
EXPERIENCE	<ul style="list-style-type: none"> <li>• Evidence of successful involvement in teaching at KS3 &amp; KS4</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in a key departmental development</li> <li>• Strong involvement in extra-curricular activity</li> <li>• Evidence of successful involvement in teaching at Post 16 or willingness to learn</li> </ul>
TRAINING	<ul style="list-style-type: none"> <li>• Strong awareness of educational developments</li> <li>• Evidence of high quality training in designated subject area</li> </ul>	
SKILLS	<ul style="list-style-type: none"> <li>• Strong and methodic administrative skills</li> <li>• Positive pupil behaviour management skills</li> <li>• Excellent communication and interpersonal skills</li> <li>• Strong ICT competence</li> <li>• Analytical and problem solving skills</li> </ul>	
QUALITIES	<ul style="list-style-type: none"> <li>• Strong public presence</li> <li>• Ambitious and self-confident</li> <li>• Student focused commitment</li> <li>• Ability to inspire</li> <li>• A clear educational vision</li> <li>• A sense of humour</li> <li>• Strong motivation and sense of initiative</li> <li>• Open and transparent work ethic</li> <li>• Flexibility</li> <li>• Strong 'team player'</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of 'going the extra mile'</li> </ul>
SAFEGUARDING	<ul style="list-style-type: none"> <li>• Suitable to work with children. All positions subject to a satisfactory enhanced DBS disclosure.</li> </ul>	



## How to apply

Further details together are available either from the school website [www.csgrammar.com](http://www.csgrammar.com) (Vacancies) or by emailing [csgshr@csgrammar.com](mailto:csgshr@csgrammar.com). Please complete your application form via [www.TES.com](http://www.TES.com). Applications will be considered on receipt and interviews may occur at any stage.

If you have any questions, please contact [csgshr@csgrammar.com](mailto:csgshr@csgrammar.com)

### References

Please note that it is our practice to take up references before shortlisting for interview. Current and previous employers will be contacted as part of the verification process pre-appointment checks.

When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your current/most recent employer. References from relatives or friends are not acceptable.

### Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Offers of employment are subject to a satisfactory enhanced DBS disclosure and other employment checks.

CSGS is an Equal Opportunity Employer. We do not discriminate on the basis of age, disability, sex, race, religion or belief, gender reassignment, marriage/civil partnership, pregnancy/maternity or sexual orientation.

We are fully inclusive and actively promote equality of opportunity for all. We welcome all applications from a wide range of candidates.

Selection for roles will be based on individual merit alone.

### How to find us

The school is located within a 5-minute walk from Sidcup train station which provides a quick connection to London, has local bus services and is close to both the A2 and M25.

<https://www.google.co.uk/maps/dir//Chislehurst+%26+Sidcup+Grammar+School%2CDA15+9AG>