



JOB DESCRIPTION: Geography Teacher

Our ethos is one of Selfless Service, Excellence, Virtues and Aspiration, with our named virtues being: kindness, courage, honesty, tolerance respect and responsibility. We promote five principles of character: to be presentable, polite, prepared, positive and punctual. Our school promotes an active sense of citizenship and regard for sarbat dha ballah (common good of all). At Seva School, our aim is for our whole community to actively engage with all that the Sikh faith encompasses and modern British Values promote.

The following job description is for the guidance of applicants as to the requirements of the post. It does not replace the 'Conditions of Service for Teachers' as set out by the DfE.

PURPOSE

- To promote students' learning and be accountable for their progress, attainment, behaviour and safety in the classes that you teach
- To raise standards of students' achievement, attitude to learning and wellbeing, offering support and guidance and acting a professional role model within the school

SCHOOL CONTEXT: Mixed years Reception - Year 11.

REPORTING TO: Line manager

SALARY: MPS/UPS FTE

MAIN DUTIES

a) Professional Standards:

- Fulfil the national Teachers' Standards
- Support the aims and ethos of the school as defined on the school website, in the staff handbook and in the school prospectus
- Act as a positive role model in terms of professional appearance, conduct, punctuality and attendance
- Maintain a purposeful and calm atmosphere in the classroom, upholding and applying agreed policies and practice for learning, behaviour and uniform in a consistent, firm and non-confrontational manner
- Take responsibility for professional development and progression, making full use of opportunities and training provided by the school
- Attend team and staff meetings as appropriate, contributing positively and actively whenever possible
- Market the school positively, including attendance at open evenings and other events as required

b) Teaching and Learning:

- Carry out teaching duties in accordance with the school's expectations and in line with the National Curriculum (where applicable) and with public examinations specifications
- Develop Schemes of Learning as required by wider school policy and expectations
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that all students make progress towards clear learning objectives/outcomes
- Liaise with other colleagues to prepare and deliver units of learning in a collaborative way



- Work closely with teaching and other support assistants in ensuring that suitably differentiated material and learning pathways are provided to challenge all students
- With other colleagues, set appropriate aspirational targets for student attainment based on prior data
- Set work for students absent from lessons in line with the school's policies
- Contribute to the school's timetabled Enrichment programme with all year groups

c) Assessment, Recording & Reporting:

- Maintain rigorous and accurate records, including students' attainment, attendance, home learning (including homework), behaviour and outline lesson plans
- Assess and return work (in line with the school's Assessment and Feedback Policy) on a regular basis, including feedback for improvement for each student
- Write reports on students when required within the school's assessment cycle and additional "round robin" reports when requested
- Provide and input academic progress data in accordance within the school's assessment cycle; analyse that data and use it to inform planning, teaching and other interventions as required
- Carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year and agree actions as necessary, including the production of appropriate action plans
- Liaise in a timely way with individual parents on students' progress as necessary and reasonable, including attendance at consultation evenings and parents meetings
- Work within the code of practice relating to Disability and Special Educational Needs, liaising as necessary with teaching assistants, the SENDCO and the Learning Support Department

d) Form Tutor:

- Ensure the accuracy of registers and co-operate with school systems for collecting absence notes
- Monitor the academic progress of each student using data and alert relevant subject staff and/or the Year Learning Coordinator or senior staff if there are any areas of concern
- Build relationships with all students and be available when needed to listen and offer support and encouragement
- Maintain high standards within the form including monitoring attendance, punctuality, uniform, homework records, attitude and behaviour
- Teach PSHE lessons
- Lead and deliver Independent Learning (ILP) lessons
- Disseminate school information, including timetables, and messages from other staff
- Write annual tutor reports and any special reports or references as required
- Attend Parents' Consultation Meetings and Year Team Meetings
- Make routine contact with parents in liaison with the appropriate line manager
- Participate fully in the whole school assembly programme, including the delivery of assemblies on agreed themes

e) Support for the School and Trust

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to the appropriate person
- Recognise own strengths and areas of specialist expertise and use these to advise and support others
- Support the School's mission statement, vision and strategic objectives



- Responsible for promoting and safeguarding the welfare of children and young persons that the postholder is responsible for or comes into contact with.

Additional Duties:

- To play a full part in the life of the school community, to support its vision and ethos and to encourage and ensure students follow this example
- To provide and support appropriate extra-curricular activities to provide opportunities for students to excel outside their classroom activities
- To continue personal professional development
- To engage actively in the performance management process
- To undertake any other duty as directed by the Senior Leader Team

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the post holder, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Safeguarding

The Sevak Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment All appointments will be subject to an enhanced Disclosure and Barring Service check (with a children's barred list check).

- The policies and procedures adopted by the Sevak Education Trust are fully implemented and followed by all staff.
- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
- To promote the protection and safeguarding of students through the active implementation of relevant school policies and procedures with reference to: Safeguarding and Child Protection Policy, Behaviour Policy, KCSiE and the Staff Code of Conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.

Our offer of work will be conditional upon a number of mandatory pre-employment checks, to include but not limited to: DBS, Barred List check, right to work check, internet search, TRA check (academic posts).



PERSON SPECIFICATION: Geography Teacher

The following will be evidenced in the application and interview process.

Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • A relevant degree and evidence of further professional development / studies
Experience	<ul style="list-style-type: none"> • Working effectively in a team • Experience and appreciation of the educational needs of pupils from a wide range of backgrounds • Experience of whole-class teaching in a school with a high proportion of children with EAL • Successful experience in creating an effective learning environment and developing successful behaviour management strategies • Liaising with other schools and settings to support smooth transitions for children and their families
Professional knowledge and Understanding	<ul style="list-style-type: none"> • Have the ability to motivate and inspire pupils to learn • Teaching reflects subject knowledge, good pace, AfL and understanding of children's strengths and areas for development • Have knowledge and understanding of the National Curriculum • Have knowledge of effective teaching and inclusion strategies to meet the needs of all pupils and engage all learners, including SEN, EAL and more able • Understand and show a commitment to safeguarding pupils, with an up-to-date knowledge of relevant legislation and guidance • Understand the principles of Equality and how it may inform whole school policy • Supporting the Social and Emotional Aspects of Learning within the classroom
Professional Skills and Abilities	<ul style="list-style-type: none"> • Be an effective and inspirational teacher with strong behaviour management skills • Be able to plan and deliver sessions and activities appropriate to the needs, interests, experience and knowledge of all pupils • Be able to provide a caring and nurturing learning environment in which all children feel safe and can thrive • Have experience of being an effective part of a staff team • Ability to assess own quality of teaching and learning and make improvements as required



	<ul style="list-style-type: none"> • An excellent understanding of the EYFS/KS 1 or 2 curriculum for Primary positions, and KS3/KS4 or GCSE for secondary positions, and assessment practices therein • The ability to communicate effectively, verbally and in writing • Be well organised and pro-active • Able to manage own work load and keep to deadlines • Confident in using ICT across all curriculum areas • Promote CEIAG opportunities
Personal Qualities	<ul style="list-style-type: none"> • Excellent interpersonal skills and ability to work in partnership with colleagues and teams in order to foster and maintain positive working relationships across the school • Have a passion for teaching children • A learner and good communicator who can motivate and support colleagues • Have a calm and reassuring disposition with integrity, loyalty, sensitivity and a good sense of humor • A commitment to promote equal opportunity for all staff and pupils • A commitment to safeguarding and promoting the welfare of children and young people • Have high expectations of self and others • Able to provide constructive feedback to support staff • Evidence of excellent punctuality and attendance

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you. Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.

Line manager's signature: _____

Date: _____

Post holder's signature: _____

Date: _____



When selecting applicants for short-listing, the panel will consider the requirements listed in the Person Specification above. You are, therefore, advised to ensure that your application addresses the issues raised by providing examples/evidence. We are conscious of the time and effort spent on applications. We do thank you for your interest, and we will let you know whether or not your application is successful at shortlisting. Due to the number of applications the school receives we are unable to provide feedback for candidates who are unsuccessful at shortlisting. The school regrets that it is unable to pay expenses incurred by attendance at interview.