



## **TEACHER OF GEOGRAPHY TEACHER OF R.E. (One Year Fixed Term)**

**SALARY:** MPS/UPS (£32,916 - £51,048)

**LOCATION:** THE THOMAS ALLEYNE ACADEMY, STEVENAGE

**EMPLOYMENT:** FULL TIME, ONE YEAR FIXED TERM

**START DATE:** 13th APRIL 2026

### **SUMMARY:**

We are recruiting for one role in the Humanities Department; teacher of Geography or a teacher of R.E. This role is offered as a one year fixed term contract to cover a period of adoption leave. At our school, you won't be starting from scratch; you will step into a department boasting proven GCSE success and a meticulously planned curriculum that is frequently reviewed to stay ahead of the curve. With high-quality, engaging resources already at your fingertips, you can focus on what you do best—delivering inspirational lessons to students who are well-behaved, curious, and eager to learn.

We believe that great teachers deserve a great environment, which is why we offer unrivaled support from our Senior Leadership Team and a culture that prioritises your professional growth. You will benefit from a fully structured Teaching & Learning CPD programme, designed to sharpen your craft alongside expert colleagues.

This position is suitable for all teachers, including those undertaking an ECT programme. If you are looking for a role where the groundwork for excellence has already been laid, and where your development is as important as our students' results, we would love to hear from you.

### **ROLE & RESPONSIBILITIES**

As a teacher you will

#### **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 disposition

**COURAGE : DETERMINATION : EMPATHY**

- 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
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- 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

## **4. Plan and teach well-structured lessons**

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- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework 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, and ensure students respond to the feedback.

## **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 academy's behaviour 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 academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 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 wellbeing.
- Act as form tutor and monitor the attendance, punctuality and welfare of tutor group (if required)
- Deliver pastoral work as specified by the Head of Year
- Take on any additional responsibilities which might from time to time be determined by the Headteacher

## **PERSON SPECIFICATION**

- Qualified teacher status for England (or equivalent)
- Relevant degree (or equivalent)
- Recent, relevant professional learning and development
- Able to work with honesty and integrity
- Ability to work collaboratively with other department heads and the senior team
- Possess excellent interpersonal skills in order to forge positive working relationships with staff, parents and students
- Have strong subject knowledge and keep this up to date
- Interest in continued professional development

**COURAGE : DETERMINATION : EMPATHY**

- Lead and manage staff effectively and hold them to account
- Be analytical and evaluative of student data and department development plan

## WHO WE ARE

The Hart Schools Trust, home to Thomas Alleyne Academy and Roebuck Academy, is embarking on a vibrant new chapter by merging with the Chiltern Learning Trust (CLT) in April 2026. This transition builds upon years of successful collaboration between our staff and CLT leadership. As part of a 18-school network, our community will benefit from expanded professional development and shared expertise. Furthermore, we are proud that the Hertfordshire Chiltern Training Group has been centered at Thomas Alleyne Academy since 2025, cementing our role as a hub for educational excellence

More information on Chiltern Learning Trust and their staff benefits is available here -

[Chiltern Learning Trust - My New Term](#)

- The Thomas Alleyne Academy: a growing secondary school, with sixth form, in Stevenage. The school was graded 'Good' with 'Outstanding' leadership and management at its last Ofsted inspection in 2024.
- Roebuck Academy: a growing primary and nursery school in Stevenage. The school was graded 'Good' at its last Ofsted inspection in 2021.

If you are keen to make a difference and enjoy working as part of a supportive, dedicated and happy team please come and meet us – visits are warmly welcomed and recommended.

## TO APPLY

**Please apply via the 'My New Term' website** (please note that applications in any other format will not be accepted)

**Application Deadline: 9am on Monday 23rd February 2026** (we reserve the right to close the application process early should a suitable applicant be found before the deadline; early applications are therefore recommended.)

**Interviews will take place: Thursday 5th March**

### SAFER RECRUITMENT STATEMENT

*Hart Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Successful applicants will be required to undertake a Disclosure and Barring Service (DBS) check and provide proof of their right to work in the UK. In addition, Google searches will be conducted on shortlisted applicants.*

*The Thomas Alleyne Academy is an equal opportunities employer with a culture of inclusivity, and we welcome applications from all suitably qualified persons. We are committed to treating all people equally and respectfully, regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.*

**COURAGE : DETERMINATION : EMPATHY**