



Job Description

Post Title:	Apprentice Teacher of Geography
Grade:	Unqualified Scale
Main Purpose:	Teaching Deliver high-quality lessons across all Key Stages, fostering student engagement, achievement, and personal development.
Responsible to:	Head of Dept/SLT Link (Professional Tutor for Trainees/ECTs)
Relationships with:	Internal: Teachers, SLT, SENCo, Support Staff, Students & Other Trust Schools External: Families, Governors, LA Inspectors, Partner & Primary Schools, External Agencies

MAIN RESPONSIBILITIES:

1. Teaching students of the full range of age and ability.
2. Aim to deliver consistently excellent sequences of lessons to students to enable them to develop a deep understanding of the subject.
3. Contributing to the development of the Department's curriculum.
4. Following school and departmental procedures on assessment, recording and reporting, including communication with parents at consultation evenings.
5. To constantly reflect on your practice and commit to the multiple layers of training and development available.
6. Make a valued contribution to the school's pastoral and enrichment programmes; including trips and school visits.
7. Undertaking such departmental responsibilities as are delegated by the Head of Department and Subject Leads.
8. Carrying out a share of supervisory duties in accordance with published rotas.
9. Setting and marking home learning in accordance with school and departmental policies.
10. Undertaking the role of form tutor, including monitoring student welfare, supporting academic progress, and delivering the tutor programme.
11. Participating in meetings with colleagues and/or parents/carers with regard to the above responsibilities.

TEACHER RESPONSIBILITIES:

1. Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work.
2. Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans).
3. Consistently and effectively use a range of appropriate strategies for teaching and classroom management.

4. Consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback.
5. Be able to make use of the performance data available in the school in order to determine how much progress their students are making.
6. Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning.
7. Make an active contribution to implementing the policies and aspirations of the school.
8. Be effective professionals who challenge and support all students to do their best.
9. Set and maintain high expectations for student behaviour.
10. Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance.
11. Collaborate with colleagues across departments to support cross-curricular initiatives.

GENERAL NOTES

1. The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a teacher.
2. These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).

Person Specification

POST TITLE: Apprentice Teacher of Geography

	<u>Essential</u>	<u>Desirable</u>
Qualifications	<ul style="list-style-type: none"> • Qualified to at least degree level in a subject related to the subject being taught, or a related discipline • GCSE English and Maths grade C/4 or above. 	<ul style="list-style-type: none"> • Good Honours degree (2.1 or better) • Ability to teach at KS5, with strong A-Level (or equivalent) results in the relevant subject(s) • Currently undertaking a PGCE or QTS training program
Experience	<ul style="list-style-type: none"> • Relevant teaching experience or teaching practice • Proven commitment to continued professional development 	<ul style="list-style-type: none"> • Currently working or training in UK state secondary school • Have experience of working in a school setting for example as a Teaching Assistant or Cover Supervisor
Knowledge and understanding	<ul style="list-style-type: none"> • Understanding of the role of the teacher, and the willingness to learn and adapt teaching style as required. 	
Skills	<ul style="list-style-type: none"> • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Sound judgement and problem-solving skills. 	<ul style="list-style-type: none"> • Competent user of ICT
Personal Characteristics	<ul style="list-style-type: none"> • Approachable • Committed • Enthusiastic • Able to motivate self and others • Calm under pressure • Well-organised 	
Safeguarding Competencies	<ul style="list-style-type: none"> • Demonstrates empathy for the concerns of others • Shows respect for other's feelings, views and circumstances • Seeks and uses professional support appropriately • Can demonstrate flexibility of approach • Shows a personal commitment towards safeguarding children 	

	<ul style="list-style-type: none">• Able to maintain appropriate professional boundaries	
--	--	--