

TEACHER OF GEOGRAPHY WITH T & L RESPONSIBILITIES

APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

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Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision, especially in the current educational climate. I believe that The Wordsley School provides a fantastic location for the right person to continue to grow as a teacher. The aim of this application pack is to tell you a little about our school and hopefully inform your decision to apply.

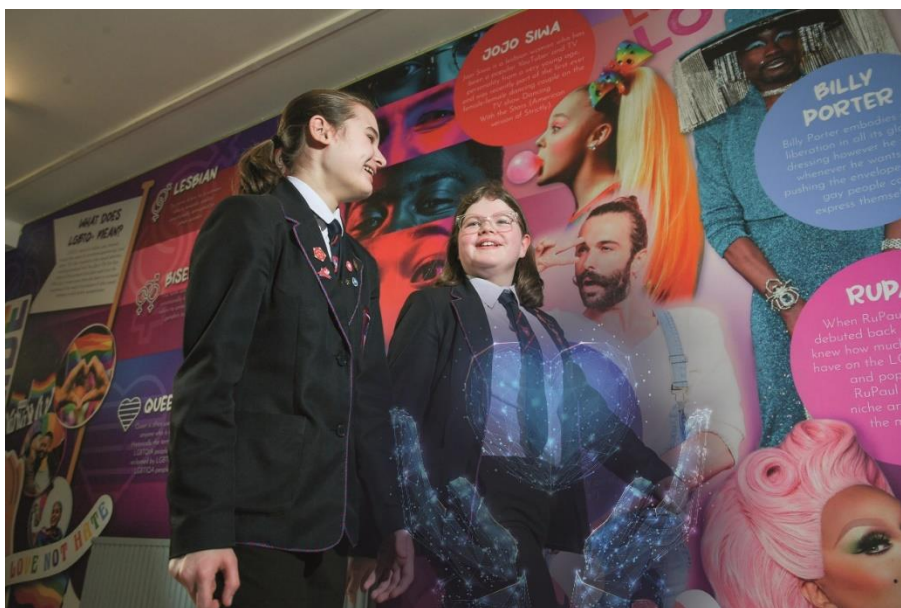
The Wordsley School is a great place to work. People make schools, and at Wordsley, we have great ones. We want staff who really care about their students and each other, always going the extra mile. We all enter the teaching profession to make a difference to young people and share our love of subjects with them. Personally I am a History teacher and still get a buzz from being in the classroom. I am looking for a teacher who loves Geography as much as I love teaching about the past.



Wordsley is a true 'community' school. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play. We are a team in the true sense of the word. We don't expect perfection from our staff, just that they do their best and keep trying to get better. What we want more than anything is someone who cares for our young people and will do what they can to help them to be successful.

As a teacher of Geography, you will form an integral part of our Geography Faculty and will report directly to the Curriculum Achievement Lead (CAL) for Geography. You will be supported by a friendly and driven department. As someone with T & L responsibilities, you will help to improve and develop the quality of education pupils receive, both in Geography and across the school.

Our pupil uptake and outcomes in Geography at Year 11 are very strong. Geography is a subject growing in popularity Wordsley, with curriculum time and pupils selecting the subject for GCSE increasing, demonstrating the quality of teaching and subject standing within our school community.



I strongly encourage you to take the opportunity to come and visit the school prior to submitting an application and to meet with me; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email (rpotter@wordsley.dudley.sch.uk) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by applying at <https://www.wmjobs.co.uk> Your supporting statement should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post.

I look forward to hearing from you.

Ashley Weatherhogg
Headteacher

Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

OUR MISSION

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

OUR VISION

We promote high levels of aspiration and achievement, and support each other to be the best we can be

OUR VALUES



CURIOSITY: we have enquiring minds and are keen to learn



INTEGRITY: we are honest and have strong moral principles



KINDNESS: we are friendly and considerate of each other



RESILIENCE: we respond well to challenge and are keen to improve



RESPECT: we have an appreciation and awareness of others

OUR MOTTO

BELIEVE · ACHIEVE · INSPIRE

The Geography Department

We are a well-established department, and the successful postholder will join a team of two Geography specialists. The department has two spacious and well equipped Geography classrooms which have new 'Clever Touch' interactive whiteboards and a wide range of resources.

At The Wordsley School, our pupils enjoy Geography right from the start of Year 7 up to Year 9 on a 3 year KS3 programme. Our curriculum delivery places a strong focus on is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. At The Wordsley School it is our aim to develop contextual knowledge of locations, specifically their human and physical landscapes and the processes involved in creating change. We aim to ensure that young people understand that the physical and human landscape of the world is ever evolving through interdependence and geographical processes. We want our young people to be competent in the geographical skills required to collect, analyse and interpret data from a range of sources and offer fieldwork experiences to deepen their geographical understanding.



At key stage 3, the curriculum is delivered through a spiral curriculum growing knowledge about the world deepening their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. At key stage 4, pupils are entered for the WJEC GCSE specification.

Complementing the taught curriculum, we offer a range of extra-curricular opportunities to enhance the learning experience for our pupils including a number of trips throughout both Key Stages.

Job Description

Post title: Teacher with Teaching and Learning Responsibilities
Responsible to: See Wordsley line management structure
Salary: MPS/UPS (as appropriate) plus TLR (negotiable)

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' 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

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- 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 pupils 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 pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to 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 school'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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, 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 school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

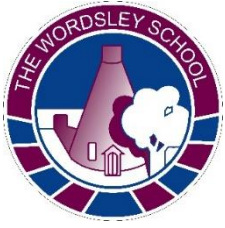
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Part Three: Teaching and Learning Responsibilities:

- Exact responsibilities to be agreed on appointment.
- To act as a Learning Champion and be part of the school's T & L team, with the aim of improving the quality of teaching and learning across the school.
- Deliver CPD to colleagues, either through coaching/mentoring or delivering inset.
- Digest and disseminate the latest educational research to colleagues within Geography and across the school.
- Be an example of good practice, acting as a someone colleagues can come to watch teach and learn from/with.

Additional duties

The duties in this job description may be modified by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.



The Wordsley School



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