



The Khalsa Academy Wolverhampton Teacher of Geography Job Description

Post:	Teacher of Geography
Salary Scale:	MPS/UPS (Suitable for ECTs)
Liaising with:	Head of Humanities SLT
Line of Responsibility:	Head of Humanities

Purpose of Post:

As directed by the Head of Humanities to contribute to the effective management and development of the Geography curriculum, ensuring high standards of teaching and learning. As a valued member of our forward-thinking school community, you will play a pivotal role in shaping the future of Humanities education. Working closely with the Head of Humanities you will inspire colleagues to deliver engaging and effective Geography lessons.

We are seeking a teacher who:

- Is passionate about Geography and enthusiastic about teaching across Key Stages 3, 4 and 5.
- Can engage and inspire learners in both analytical problem-solving and global understanding.
- Brings creativity and adaptability to the classroom, delivering high-quality lessons tailored to varied learner needs.
- Has excellent interpersonal and organisational skills with a commitment to continued professional development.

Role Summary

As a valued member of the department, the successful candidate will:

- Plan and deliver engaging, effective lessons.
- Work collaboratively with the department to ensure high standards of teaching and learning.
- Contribute to curriculum development, enrichment opportunities, and academic progress.
- Embrace the values of our Trust and support our ethos of excellence, respect, and community.

Duties and Responsibilities:

Key Responsibilities:

- Support the Principal in ensuring the school's commitment to safeguarding and promoting the welfare of children is delivered.
- Be emblematic of our:

Values: Truth, Altruism, Compassion, Service, Courage,
Resilience & Love

Trust Ethos: Together As One

- To develop, plan and deliver effective and high quality learning experiences for all students you teach.
- To be accountable for the learning outcomes and achievement of all students you teach.
- To work within Academy policies and procedures including the Child Protection Safeguarding Policy and Pupil Behaviour Policy.

- To teach the Geography curriculums across all Key Stages in line with school procedures.
- To contribute and establish a faculty ethos that is positive and dedicated to success.
- To actively monitor and follow-up of student learning and progress in at all key stages.
- To keep up-to-date with local and national developments in Geography teaching practices, pedagogy and methodology.
- Actively promote Geography to parents and prospective parents
- Encourage each pupil to reach their academic potential through enthusiastic and personalised teaching, tailored stretch and challenge and rigorous record keeping
- Ensure that children are well prepared for all destination senior school examinations and scholarships
- Have a deep understanding and knowledge of the Geography National Curriculums.
- Plan and structure exciting and imaginative schemes of work to ensure that pupils are appropriately challenged, make strong progress and are enthused and inspired by their lessons.
- Take responsibility for your own professional development by reviewing your own performance, acting upon advice/feedback and participating in the Academy mentoring and coaching programme if required.
- Take a shared responsibility in developing the teaching of Literacy and Numeracy
- Work cooperatively with the Reading, Oracy, Literacy and Numeracy leads to develop the school's literacy and numeracy programmes.
- 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.

General Expectations:

- Support the Principal in ensuring that all School and Trust policies are implemented effectively.
- Create a sense of being reliable, approachable and encouraging reading for all learners.
- Have a profile around school before, during and after the school day.
- Maintain appropriate and accurate records.
- Support, promote and attend extra-curricular events, concerts etc.
- Oversee the development and organisation of any relevant extra-curricular activities and visits which extend learning beyond the classroom.
- Oversee the reporting of students' progress to parents ensuring that parents are informed of issues affecting the progress of their child and supporting teachers with any issues that arise.
- Promote and monitor Health and Safety for all, including responding to emergency situations.
- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- To play a full part in the life of the school community.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

Specific Duties:

Planning & Target-Setting

- Set high expectations and targets for learners in every group taught based on the data provided.
- Ensure that context sheets are created, updated and used effectively to promote high quality personalised teaching, learning and interventions.

- Work with the SENCO, and any other staff with Additional Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and that work is matched well to learners' needs.
- Contribute to and follow the short, medium and long term plans for teaching and learning to promote progress.
- Contribute to whole-school aims, policies and practices including those in relation to safeguarding, behaviour, bullying and racial and homophobic harassment.

Teaching & Managing Student Learning

- Ensure that registration and class registers are marked punctually and accurately and are kept up to date as required by law and effective safeguarding procedures. Monitor attendance and punctuality of groups of learners and individuals and take appropriate action to address any issues.
- Highlight positive performance and recognise and reward it appropriately.
- Utilise appropriate behaviour management strategies and adhere to the whole school Behaviour for Learning policy and procedures.
- Ensure the progress of every student within each lesson, across sequences of lessons and throughout modules/schemes of work.
- Utilise a range of appropriate teaching strategies to ensure that lessons have pace and variety.
- Ensure that teaching reflects the diversity of backgrounds of learners and promotes mutual respect.
- Ensure that teaching caters for the full range of learning styles of student.
- Ensure that assessment and attainment data informs teaching and that learners understand how to improve and make progress.
- Ensure effective development of learners' literacy, numeracy and information technology skills through the subject.

Assessment & Evaluation

- Adhere to the whole school system for recording and reporting individual student performance ensuring compliance with all deadlines.
- Establish clear targets for learners' achievement, and evaluate attainment and progress for all learners.
- Use data effectively to identify individual learners and student groups who are underachieving and, where necessary, create and implement effective plans of action to support these learners.
- Contribute to regular curriculum review to help maintain a relevant, stimulating and innovative curriculum provision.
- Participate in lesson observations and other measures to monitor the delivery of learning outcomes and quality of teaching and implement measures to address any improvement issues identified.

Working With Staff & Other Adults

- Attend meetings as requested.
- Establish clear and constructive working relationships with other staff in the team.
- Establish good working relationships and practices, focused on maximising progress, with allocated teaching assistants.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets as required.

Other Duties

- The post holder will be subject to performance objectives agreed annually and participate in performance management cycle.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.

To take on any whole school initiative or responsibility that the Principal may direct.

The above duties are not exhaustive and the post-holder may be required to undertake reasonable tasks as assigned by the Principal.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

CONDITIONS OF EMPLOYMENT:

THE ABOVE RESPONSIBILITIES ARE SUBJECT TO THE GENERAL DUTIES AND RESPONSIBILITIES CONTAINED IN THE WRITTEN STATEMENT OF CONDITIONS OF EMPLOYMENT (THE CONTRACT OF EMPLOYMENT).

ONE Multi Academies Trust Safeguarding Statement

ONE Multi Academies Trust is committed to safeguarding children. We believe that children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them. We expect that all staff, volunteers, outside agencies and service providers adhere to our policies and share in our commitment to safeguard all children in our care.

Person Specification

Attributes	Essential	Desirable	Evidenced
-------------------	------------------	------------------	------------------

<p>Qualifications & training</p>	<ul style="list-style-type: none"> • Qualified Teacher Status • Graduate - honours degree • Evidence of Continuing Professional Development • Knowledge of relevant policies, codes of practice and awareness of relevant legislation • Safeguarding - training can be provided • Prevent - training can be provided • First Aid Training - training can be provided • Full UK driving licence 	<ul style="list-style-type: none"> • Ability to teach A Level would be advantageous • Ability to teach a second subject (ideally Science) would be advantageous 	<p>Application Form Interview</p>
<p>Previous Experience</p>	<ul style="list-style-type: none"> • Proven experience of outstanding outcomes across Key Stages 3 & 4 • Active engagement in extra-curricular provision • Understanding of high-quality teaching and learning strategies with the ability to model this for colleagues and support others to improve • Contribution to raising standards 	<ul style="list-style-type: none"> • Ability to use and understand assessment data. • Familiar with effective learner progress intervention strategies. • Knowledge of subject at Key Stage 5 • Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged. • Contributions to departmental / whole school improvement initiatives. 	<p>Application Form Interview</p>
<p>Professional competence</p>	<ul style="list-style-type: none"> • Expert subject knowledge • Innovative, imaginative and flexible teaching style using a wide range of pedagogic approaches to ensure all students are engaged • Ability to adapt teaching to meet students' needs, therefore ensuring inclusion • Understanding of the essential components of, and the regular delivery of outstanding lessons • Evidence of continued professional development through self-reflection and ability to act on advice • Ability to work under pressure and prioritise effectively • Commitment to equality of opportunity for all students 	<ul style="list-style-type: none"> • New exam specifications • Current issues and recent developments in the curriculum area 	<p>Application Form Interview</p>

	<p>to achieve the best outcome</p> <ul style="list-style-type: none"> • Commitment to safeguarding and students' wellbeing 		
Personal Qualities	<ul style="list-style-type: none"> • Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners. • Enjoyment of working with young people • Ability to communicate a vision and inspire others • A commitment to collaborative practice • Resilient, positive, forward looking and enthusiastic about making a difference • A willingness to reflect upon experiences in a critical and constructive manner • The ability to remain calm in stressful situations • Smart professional appearance 	<ul style="list-style-type: none"> • Potential for promotion 	Application Form Interview