



# TEACHER OF GEOGRAPHY

WELLFIELD ACADEMY





Dear Applicant,

Thank you for your interest in the position of Teacher of Geography at Wellfield Academy.

The Endeavour Learning Trust board and I are delighted to provide the enclosed information about our School. I hope you find it helpful and on behalf of the whole school community, I would like to take this opportunity to extend a very warm welcome.

Endeavour Learning Trust is a growing Trust in the North West, currently spanning South Ribble, West Lancashire and North Sefton. In our family of schools at this point in our growth, we have four secondary schools and two primary schools formally in the Trust.

Our Trust is a mix of good schools and schools which have been in challenging circumstances. Where there has been work to be done, the impact has been rapid and significant. We are committed to growing our Trust further and we are strengthening our central team to ensure we have the capacity to continue to support where we are needed most. All of our schools and our staff provide us with rich opportunities to learn from and with each other.

We strive to ensure that our family ethos is tangible; that we work as a team; that we want the best for everyone. We are also staunch in our commitment to working in a way which protects the wellbeing of our staff; our commitment to reducing workload is non-negotiable. We seek to thrive; individually, collectively, in our classrooms, staffrooms, schools, our central team and across the Trust.

We hope the enclosed information will give you good insight into our School & Trust.

We look forward to viewing your application.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'DCL'.

David Clayton  
Chief Executive

# ENDEAVOUR LEARNING TRUST

## OUR SCHOOLS





## OUR SCHOOL

Dear Applicant,

Thank you for your interest in the Teacher of Geography position at Wellfield Academy, a school within Endeavour Learning Trust.

Wellfield Academy is an ambitious, growing and thriving school. At our school, students experience inspirational and challenging teaching, excellent pastoral care and a genuine belief that every child can succeed. The successful candidate will join us at an incredibly exciting time for the school. We are one of just a small number of schools nationally to be chosen for the Department for Education's Schools Rebuilding Project, which will see us move into a brand-new state of the art school in the coming years. In addition, our fantastic reputation in the local community has secured a significant growth in the number of students attending Wellfield. The number of families choosing Wellfield as their first-choice secondary school has more than trebled in the past three years and we are excited to welcome more staff into the Wellfield family as a result.

As a school situated in the heart of Leyland, one of our many strengths is our community spirit and family feel. Each student is known as an individual and supported by key staff, as well as being challenged to be the best they can be. At Wellfield, we believe that every child should be treated as we would want our own children to be. As a result, our students feel safe and valued in an environment where we find the right balance between support and challenge. Our mantra is 'Nothing but the Best' and this permeates everything that we do for every student and every member of staff. Our family ethos is tangible: we work as a team, and we want the best for everyone.

We are dedicated to developing students who are aspirational, inclusive of one another and rooted in their community. We are extremely passionate about ensuring the successful development of each individual child within an ambitious learning environment. Our students behave well, and they thrive in our warm and inclusive environment. We are proud of our significant improvement over recent years, and we will continue to provide the very best for each and every one of our students. However, we are also staunch in our commitment to doing this in a way which protects the wellbeing of our staff and our students. Our commitment to reducing workload is non-negotiable. We seek to thrive; individually, together, in our classrooms, staffrooms, schools and right across the Trust.

We hope the enclosed information about the role will encourage you to apply.

Yours faithfully,

Mr J Lewis  
Headteacher



**Job Title: Teacher of Geography**

**Contract: Full-Time, Permanent**

**Salary: £30,000 - £46,525 per annum**

**Closing Date: 23<sup>rd</sup> April 2024**

**Interview Date: 26<sup>th</sup> April 2024**

Are you interested in delivering a high-quality geography education that inspires curiosity and fascination about the world? Are you knowledgeable about diverse places, people, resources and natural and human environments? Do you have a passion which drives you to educate young people so that they can explain how the Earth's features at different scales are shaped, interconnected and how they change over time? If so, read on.

Wellfield Academy is a growing school with an exciting future, now formally part of the Endeavour Learning Trust. We are looking for a dynamic and enthusiastic Teacher of Geography. The successful candidate will join a forward-thinking academy with a relentless focus on high standards and providing outstanding learning experiences and raising attainment for all.

For our staff, we are firmly committed to ensuring this is a job that can be enjoyed, where everyone can flourish. We pay close attention to work/life balance and, across the trust; we are developing strategies that take a common-sense approach to those aspects of the role that could become an unnecessary burden on workload such as feedback and marking and centralised detentions. We have a strong, consistent behaviour policy where staff are fully supported in their teaching and students understand the consequences of their actions.

Our collaboration is central to our Trust and our teachers learn together, sharing their practice and encouraging and supporting each other to get the best out of our working day. The candidate will have opportunities to work with other colleagues in the Trust to support and develop the teaching of English with our family of schools.

## **HOW TO APPLY**

Refer to the job description and person specification as a guide and give specific examples to demonstrate your suitability for this post.

Please complete our application form in full and return to [vacancies@endeavourlearning.org](mailto:vacancies@endeavourlearning.org), along with a personal statement to support your application and outline the relevant experience you can bring to Endeavour Learning Trust.

Applications should be submitted by 9am on Tuesday 23<sup>rd</sup> April 2024

Interviews are to be held Friday 26<sup>th</sup> April 2024

If you require any further information please contact our Recruitment Manager, Mollie at [m.fairhurst@endeavourlearning.org](mailto:m.fairhurst@endeavourlearning.org) or on 01772 817904

## **SAFEGUARDING**

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that in line with Keeping Children Safe in Education, an online search will be carried out as part of our due diligence on shortlisted candidates.

## FOUNDATION FACULTY



The Foundation Faculty at Wellfield Academy is a creative and vibrant faculty which is now ready to take the next step in its journey of development, as the school continues to grow. We are keen to recruit a team-orientated colleague and leader who is inspirational, ambitious, and wants the very best for every student.

The faculty encompasses Geography, History, Religious Education and Spanish departments. As a faculty we are committed to delivering inspiring teaching and learning to engage all students in becoming rounded individuals with aspirations to be the best they can be. The faculty achieves this through hard work and dedication from our members of staff, in addition to collaboration with colleagues across our trust of schools, who aim to provide an enriching and balanced curriculum. We work to support and encourage each other, share best practice and develop our skills in response to the needs of our students.

At Wellfield, all students study Geography, History, Spanish and Religious Education in Years 7-9. In Years 10 & 11, students study at least one of Geography, History or Spanish as a GCSE. Religious Studies GCSE is also an option.

The Faculty consists of:

- Head of Faculty, Teacher of RE
- Subject Leader of Geography
- Teacher of Geography
- Subject Leader of Spanish
- Teacher of Spanish
- Subject Leader of History
- Teacher of History and RE
- Assistant Head Teacher, Teacher of Geography

### KEY STAGE 3 GEOGRAPHY

During Key Stage 3 we teach four topic areas within each year group. These topics start with Year 7 studying "Our local area", which involves studying the Geography of Leyland and the surrounding area. Year 7 will then move further afield to explore the geography of the UK, then Europe and lastly global issues.

As students' progress further through KS3 they will explore the world through place, pursuing a continental approach to learn concepts through. This includes topics such as "Amazing Asia", through which students learn about globalisation, and North America, through which they explore plate tectonics and natural hazards.

These topic areas allow students to develop their understanding of key geographical topics and skills, which can then be built on in KS4 if students decide to continue their geographic education.

### KEY STAGE 4 GEOGRAPHY

At Key Stage 4 we follow the AQA syllabus. This syllabus allows students to build on their Key Stage 3 knowledge and gives them the opportunity to complete two sets of fieldwork, the highlight of many of our students' geographical education. Field work typically includes a study of the characteristics of a local river, and an urban based study of regeneration in Liverpool. GCSE Geography delves deep into key global issues such as poverty, urbanisation, climate change and includes a section on "issue evaluation" where students put their geographical problem solving to the test.

## JOB DESCRIPTION

To carry out the duties of a School Teacher as set out in the School Teachers Pay and Conditions Document.

To plan, develop and deliver high quality lessons and schemes of work, using a variety of approaches, to continually enhance teaching and learning and to maximise individual progress for students

To maintain and build upon the relevant standards achieved in the award for QTS (Secondary) as set out by the Secretary of State

To support the Head of Faculty (HoF) in providing effective leadership and management and to contribute to building and maintaining an effective teaching team which continually strives to enhance the quality of teaching and learning

To contribute as appropriate to a personalised learning agenda to meet the needs of individual students

To contribute to the school's delivery of engaging and effective teaching and learning strategies

To consistently apply the school's Behaviour and Rewards Policy

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### Teaching and Learning

Manage student learning through effective teaching in accordance with the Faculty/Department's schemes of work and policies.

Ensure continuity, progression and cohesiveness in all teaching.

Use a variety of methods and approaches, including differentiation to ensure stretch and challenge for all students and to meet curricular objectives and to ensure equal opportunity for all students.

Set assessments and homework regularly in accordance with the School policies and guidelines, to consolidate and extend learning and encourage students to take responsibility for their own learning.

Work with SEND staff and pastoral support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.

Work effectively as a member of the Faculty team to improve the quality of teaching and learning.

Set high expectations for all students, particularly Pupil Premium students, to deepen their knowledge and understanding, to raise aspirations and to maximise their individual achievement.

To plan and execute appropriate intervention strategies within the classroom to address potential underachievement and log as appropriate

Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

Inspire creativity, independence and critical thinking

Contribute towards social cohesion

### Curricular/Faculty Development

To contribute to the development of comprehensive schemes of work which include a range of teaching and learning methods and activities providing a rich experience for all students, and incorporating a variety of assessment methods at key points to enable accurate judgements to be made on student progress within the Assessment for Learning Agenda.

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To fully engage with Faculty and whole school initiatives for collaborative planning and moderation.

To share in the development of Faculty classroom and intervention strategies for students' literacy, numeracy and spiritual, moral, social and cultural development.

### **Monitoring, Assessment, Recording, Reporting, and Accountability**

Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.

Contribute towards the implementation of 'Pupil Passports' as detailed in the current Code of Practice and school policies particularly the planning and recording of appropriate actions and outcomes related to set targets and suggested strategies.

Assess students' work systematically and use the results to inform future planning, teaching, moderation and curricular development and to refine accurate predictions of student outcomes.

Keep up to date with data on student progress and use it effectively in planning and preparation.

Be familiar with statutory assessment and reporting procedures, prepare and present informative, helpful and accurate reports as required.

Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

### **Subject Knowledge and Understanding**

Have a thorough and up-to-date knowledge and understanding of the National Curriculum requirements and assessment requirements and specifications for examination courses.

Keep up-to-date with research and developments in subject/pedagogy.

### **Professional Standards and Development**

Be a role model to students through appropriate personal presentation and professional conduct as in the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and the school policy and procedures.

Arrive in class, on or before the start of the lesson, and begin and end lessons on time and be a presence around school and between lessons, ensuring high standards are maintained. Cover for absent colleagues in line with agreed school policies.

Be familiar with and supportive of all the School's policies and procedures including Safeguarding and Health.

Establish effective working relationships with professional colleagues.

Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.

Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare as directed by the School.

Be aware of the role of the Trust Board and Local Academy Council of the Academy and support them in performing their duties.

Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work.



Consider the needs of all students within lessons (and implement specialist advice) especially those who:

- have SEND
- are disadvantaged (including PP, FSM, CLA, Forces Children and EAL)
- are Able, Gifted and Talented
- are mobile students

### **Liaison/communication**

Meet regularly and work with the HoF (and line manager if different) for professional support and to develop effective Faculty management

Liaise with other subject teachers in order to utilise effective practice from across the curriculum

### **Health and Safety**

Be aware of Basic First Aid procedures.

Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

Co-operate with the employer on all issues to do with Health, Safety & Welfare and fire procedures.

### **Continuing Professional Development – Personal**

In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning.

Undertake any necessary professional development as identified in the School or Faculty Improvement Plan and Appraisal processes taking full advantage of any relevant training and development available.

Maintain a professional portfolio of evidence to support the Appraisal process.

### **Continuing Professional Development – Staff**

Contribute as appropriate to the school's CPD programme.

Support trainees and ECTs to ensure they are appropriately monitored and supported if applicable.

### **Tutor Role**

Every classroom teacher may be expected to be part of House team and to work to the Personal Tutor job description

### **Safeguarding**

To be responsible for promoting and safeguarding the welfare of children and young persons with whom the post-holder comes into contact with, or is responsible for in line with School Policies.

### **Additional Duties for this Post**

To teach effectively

To assist the HoF in ensuring that the Faculty contributes effectively to the attainment of school targets in all Key Stages

## PERSON SPECIFICATION

	<b>KEY CRITERIA</b>	<b>Essential (E)/ Desirable (D)</b>
<b>QUALIFICATIONS</b>	Qualified Teacher Status/appropriate Graduate Status	E
	Effectiveness as a Teacher in their specialism	E
	DBS Clearance	E
<b>EXPERIENCE AND KNOWLEDGE</b>	A proven track record of successful teaching with evidence of enhancing student achievement, especially at GCSE level	D
	A thorough understanding of how data may be used to monitor and improve pupil performance and the effective use of school tracking and reporting systems	D
	A demonstrable commitment to CPD and a thirst for reviewing and developing teaching and learning strategies	E
	A commitment to engage in and use educational research for the development of teaching and learning	E
	An ability to be part of a team	E
	Infectious enthusiasm in the classroom and around school	E
	Ability to develop independent learning and enquiry skills in students	E
	Excellent classroom management and organisation	E
	Awareness of the principles of Assessment for Learning	E
	Ability to accurately assess and predict student progress	D
	An understanding of how data may be used to monitor and improve pupil performance	D
	Awareness and commitment to a personalised learning agenda	E
	ICT literate and a willingness to further develop their skills	E
	Motivation to work with children and young people	E
	Ability to form effective and appropriate professional working relationships with young people with clear boundaries	E
Ability to develop appropriate use of authority within an ethos of mutual respect in accordance with the Behaviour Policy	E	
<b>PROFESSIONAL AND PERSONAL ATTRIBUTES</b>	Emotional resilience in dealing with the challenges of the role	E
	A genuine passion for education	E
	A commitment to the Aims and Vision of the Trust, the School Development Plan and the Faculty Development Plan	E
	A willingness to undertake further training and professional development	E
<b>OTHER</b>	Clearance through the Disclosure and Barring Service	E
	Compliance and adherence to the document 'Guidance for Safer Working Practice' & 'Guidance for Conduct'	E