

TEACHER OF GEOGRAPHY NORTHALLERTON SCHOOL

Application Pack



April 2021

Dear Colleague,

Teacher of Geography (0.5FTE)

Thank you for your interest in the Teacher of Geography post at Northallerton School & Sixth Form College. This is an exciting time to join this school as we continue to develop. We were placed in special measures in 2018 and in 2019 the school joined Areté Learning Trust which includes Stokesley School and Richmond School. This collaboration allows for cooperative working between 3 geography departments. We are very proud of the progress we are making and are looking forward to our planned move to a newly refurbished building and site in September 2021. There is still a lot of challenge and hard work required from all to secure the great school we are on route to become and we have confidence in the work we have done thus far.

The students attending NSSFC are fantastic. We are a comprehensive school where students are keen to learn and do well. Our policies and support systems ensure high expectations of behaviour and academic success.

Staff development at all levels is important. A varied CPD programme is provided and tailored to personal needs. You will receive support from your team, your line manager and all colleagues within school.

The successful applicant will be expected to teach a variety of Key Stage 3 and Key Stage 4 classes. There may also be opportunities to teach A Level Geography.

Information about the Geography Department

The Geography department sits within the Humanities Faculty, which also contains History, Religious Studies, Business Studies and Law

The team

The Geography department is a friendly, supportive team, currently staffed by three specialists who have a passion for their subject and learning.

Accommodation

From September 2021 the school will be moving to a new site within Northallerton. The site will provide state of the art learning facilities including an enhanced digital environment, new and fully refurbished teaching spaces, large open plan learning resource centre and a newly built sixth form centre for our rapidly expanding sixth form.

All the Geography classrooms are equipped with a computer, an interactive white board and a data projector. Large computer rooms are available to book.

The curriculum

All KS3 and KS4 classes are taught in mixed ability groups. At KS3, Geography classes have 3 lessons of 60 minutes per week. At GCSE, students have 5 lessons over 2 weeks in option lines studying the AQA GCSE specification. A-Level students have 4 lessons a week and are currently split between two staff for physical and human Geography whilst studying for the AQA A level qualification.

The curriculum at KS3 is currently undergoing changes to provide challenge and rigour for all whilst enthusing learners about the wonderful world we live in. Regular reviews and updates ensure that the curriculum is engaging and purposeful.

The department is a popular option choice at both GCSE and A level and produces good outcomes for pupils in their formal examinations. Fieldwork is an integral part of our teaching and is an area we are keen to develop further in the future to enable the very best for all pupils.

If you are interested in submitting an application, please highlight the ways in which your abilities and experience make you a suitable candidate for this post. The closing date for applications is **10am on Monday 10th May 2021**, I look forward to reading your application and to welcoming you to Northallerton School & Sixth Form College. If you would like to talk more about the role please contact my PA, Louise Bramley, on bramley.l@northalletonschoo.org.uk.

Yours sincerely

A handwritten signature in black ink, appearing to read 'V Rahn', on a light-colored background.

Vicki Rahn

Head of School

Northallerton School & Sixth Form College

Job Description for:	Teacher of Geography
Contract Type:	Permanent
Contract Term:	Part-time 0.5 FTE
Salary:	MPS/UPS
Responsible to:	Head of Faculty / Department
Required:	September 2021

Job purpose:

To promote effective learning, appropriate achievement and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.

This job description should be read alongside the range of professional duties of teachers as set out in the current School Teachers' Pay and Conditions Document and Teacher Standards.

Key responsibilities:

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.

Other Responsibilities:

- To fulfil all of the responsibilities and duties required by the School's policies on teaching and learning.
- To achieve any performance criteria or targets arising from the School's Performance Management arrangements
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teacher, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory framework which set out their professional duties and responsibilities.

Whilst every effort has been made to explain the main duties and responsibilities of the post, this does not constitute a jobs list and the successful candidate will be expected to undertake duties commensurate with her/his role.

Areté Learning Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to satisfactory completion of all pre-employment checks including an enhanced DBS

Person Specification

Qualities and Attributes	
Qualifications	
ESSENTIAL	DESIRABLE
• Qualified teacher status • Honours degree to include study of specialist subject	• Evidence of recent CPD
Experience / Knowledge	
ESSENTIAL	DESIRABLE
• Recent teaching experience in the relevant key stages • Experience of planning and delivering curriculum at relevant key stages • A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post	• Experience in teaching at more than one school • Experience of teaching A Level (KS5)
Skills	
ESSENTIAL	DESIRABLE
• Transferable ICT skills • Excellent time management • Efficient record keeping	• Ability to work under pressure
Attitude and values / personal qualities	
ESSENTIAL	DESIRABLE
• Ability to relate to and build relationships with pupils, parents, and other members of the school community • Enthusiasm and commitment to the aims and objectives of the school • Good communication skills	• Willingness to participate fully in school activities

APPLYING FOR A JOB WITH ARETÉ LEARNING TRUST

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Rehabilitation of Offenders

If the post you are applying for requires you to have a Disclosure and Barring Service (DBS) check you will be required to disclose full details of your criminal history prior to your interview. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants where the post involves access to children and/or vulnerable adults. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the authority. Any information given will be completely confidential and will be considered only in relation to this application.

Canvassing

You must not try to influence any staff members, governors or directors of Areté Learning Trust to act in your favour, as this will disqualify you. If you are related to a trust member, director, employee or governor you must indicate this in the relevant section of the application form.

How to apply

Please forward your completed application form to Jayne Hargreave using the following email address: recruitment@aretelearningtrust.org stating the title of the post you are applying for in the subject box.

The closing date for receipt of applications is **10am on Monday 10th May 2021**

Interview date: **to be confirmed**

APPLICATION FOR POST OF: TEACHER OF GEOGRAPHY AT NORTHALLERTON SCHOOL

Please write in black ink or type. Do not include a CV.

This application form has been designed to exclude information that might lead to discrimination.

SECTION 1 - PERSONAL DETAILS			
Title:		First forename:	
Other forename:		Surname:	
Former Surname:		Other names:	
Address line:			
Town:		County:	
Postcode:		Country:	
Home Phone No:		Resident at this address since (Date):	
Mobile Number:		Work Number:	
Email Address:			

Please note correspondence regarding your application may be sent to your e-mail and/or postal address. If you have not heard from us within 21 days of the closing date, please assume your application has not been shortlisted. You are welcome to ring the school to ask for feedback to assist you in any future applications.

SECTION 2 - PERSONAL DETAILS CONTINUED		
Are there any restrictions to your residence in the UK which might affect your right to take up employment in the UK?	Yes ☐ No ☐	
If Yes, please provide details:		
If you are successful in your application would you require a work permit prior to taking up employment?	Yes ☐ No ☐	
If Yes, please specify dates:	Date (MM/YY) From: Date (MM/YY) To:	
Have you ever lived and/or worked outside of the UK?	Yes ☐ No ☐	
If Yes, please provide details:		
Do you hold a Certificate of Good Conduct for your time spent abroad?	Yes ☐ No ☐	
If yes, please provide the date of issue.	Date:	

Insert your National Insurance Number:

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SECTION 3 – SOURCE OF APPLICATION

Where did you see the vacancy advertised?

SECTION 4 – SECONDARY EDUCATION

Subject	Qualification (n.b. include level 2 and level 3 qualifications)	Grade	Month/Year obtained (Mandatory)

SECTION 5 – FURTHER EDUCATION

Detail here any Further Education/Vocational/Professional Qualifications/Other Qualifications held or currently being studied (continue on a separate sheet if necessary)

School, College or University	Subject	Qualification/Level	Grade	Year Obtained / Examination Date

SECTION 6 – CPD

Please give details of recent significant in-service training courses etc. attended. (Continue on a separate sheet if necessary). *(Newly Qualified Teachers are invited to outline key elements of their course and dissertation work)*

Organising Body	Nature/Title of Course	Dates

SECTION 7 – MEMBERSHIP OF PROFESSIONAL BODIES

Institute	Grade of Membership, Membership Number	Enrolment date	Examination date	Expiry date

SECTION 8 – REGISTERED COUNCILS

Are you registered with the Institute for Learning?	Yes ☐ No ☐
If you have answered Yes, please provide your Registration number:	

Teaching Roles only:

Teacher Reference Number:	
Current salary point:	
Date QTS awarded:	
Induction period completed?	Yes ☐ No ☐
If you have answered Yes, please confirm the date:	
If you have answered No, please select the appropriate option:	Not yet started ☐ Stage 1 completed ☐ Stage 2 completed ☐

SECTION 9 – PRESENT OR MOST RECENT EMPLOYMENT

Name of Employer:	
Local Education Authority:	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Grade:
Number on roll (<i>teaching roles only</i>):	Age Range (<i>teaching roles only</i>):
Date of appointment (Month/YYYY):	Salary:
Notice Required () Weeks:	Telephone number:
Leave date (if applicable- Month/YYYY):	Reason for leaving (if applicable):
Summary of current job role; duties and responsibilities:	

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SECTION 10 – PREVIOUS EMPLOYMENT

List all your previous jobs (most recent first). Identify and account for any gaps in employment.

Name of Employer :	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	
Job Role Summary:	
Grade / Salary:	Date from (Month/YYYY):
Date to (Month/YYYY):	Reason for leaving (if applicable)

Name of Employer:	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	
Job Role Summary:	
Grade / Salary:	Date from (Month/YYYY):
Date to (Month/YYYY)	Reason of leaving (if applicable)

Name of Employer
Address line:

Town:	County:
Postcode:	Country:
Post held:	
Job Role Summary:	
Grade / Salary:	Date from (Month/YYYY):
Date to (Month/YYYY):	Reason for leaving (if applicable):

Name of Employer	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	
Job Role Summary:	
Grade / Salary:	Date from (Month/YYYY):
Date to (Month/YYYY):	Reason for leaving (if applicable):

Please provide details for any gaps in your employment history when you have not been in education, training or employment. Please list dates and the reason (i.e. Travel, Parental leave etc) Gaps in employment (including dates)
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SECTION 11 – REFERENCES

Please give the name and addresses of two referees (not relatives) one of whom should be your present employer (or last employer if not currently employed). If you are in, or have just completed, full time education, one referee should be from your College/University.

Title:	First forename:
Other forename:	Surname:
Address line:	
Town:	County:
Postcode:	Country:
Telephone number:	Email address:
Occupation:	Relationship to you?
Do you give permission for referees to be contacted prior to an offer of employment being made?	Yes ☐ No ☐

Please note your second referee should ideally be a previous line manager or someone in a position of authority.

SECTION 12 – REFERENCE	
Title:	First forename:
Other forename:	Surname:
Address line:	
Town:	County:
Postcode:	Country:
Telephone number:	Email address:
Occupation:	Relationship to you?
Do you give permission for referees to be contacted prior to an offer of employment being made?	Yes ☐ No ☐

SECTION 13 – DECLARATIONS AND CONSENTS	
Do you consider yourself to have a disability:	Yes ☐ No ☐
If yes, please detail any reasonable adjustments that you would require if you were selected to attend an interview/assessment event.	
Are you related to any member or employee of Areté Learning Trust?	Yes ☐ No ☐
If you answered Yes, please provide details.	
I understand that canvassing of any staff members, governors or directors of Areté Learning Trust in connection with this appointment will disqualify me.	Yes ☐ No ☐

Has any previous employer expressed concerns and/or taken any action, whether informal/formal (including suspension from duty) on the following, including any investigations or actions taken by your professional body:

Capability/Performance	Yes ☐ No ☐
Please provide details:	
Disciplinary	Yes ☐ No ☐
Please provide details:	

Are there any dates when you would not be available for interview in the near future?	Yes ☐ No ☐
Please provide details	
Please state the date on which you could take up duty if appointed.	
I declare that the information contained in this application form is correct and understand that the trust will request to see proof of qualifications at the time of interview.	Yes ☐ No ☐
I consent to Areté Learning Trust recording and processing the information detailed in this application. The trust will comply with their obligation under the Data Protection Act 2018.	Yes ☐ No ☐
Have you ever been convicted of a criminal offence/received a caution, reprimand or warning?	Yes ☐ No ☐

Under the Safeguarding Vulnerable Groups Act 2006, it is a criminal offence for a barred person to knowingly work, or apply to work in regulated activity with vulnerable groups.

As you are applying for a post which requires a DBS clearance, under the Rehabilitation of Offenders Act 1974, you are required to disclose full details of any 'spent' and 'unspent' convictions. If you answered Yes to this question, please provide details below.

What was the date of the conviction(s)?	(DD/MM/YY)

SECTION 14 – SUPPORTING EVIDENCE WHICH SHOULD INCLUDE RELEVANT KNOWLEDGE, EXPERIENCE AND SKILLS

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I confirm that the information that I have provided in support of this application is complete and true and understand that knowingly to make a false statement for this purpose may be a criminal offence.

Signature: Date:

SECTION 15 – EQUAL OPPORTUNITIES MONITORING

Areté Learning Trust is committed to equality in employment. The trust's aim is to ensure equality for all existing and prospective employees. In line with this, the Trust is required to publish work force data.

In order to assist the trust with this aim please provide the information below in monitoring recruitment procedures for which your co-operation would be appreciated.

The information will not form part of our short listing, and will be separated from your application form upon receipt. The information provided will be used for statistical and monitoring purposes and to help us to develop our policies and practice and will be treated confidentially and be subject to the provisions under the current Equality Legislation and Data Protection Act.

Gender	Male ☐	Female ☐	Prefer not to disclose ☐
Ethnic group	White British ☐ White Irish ☐ White Other ☐ White and Black ☐ Mixed: Mixed: White and Black African ☐ Mixed: White and Asian ☐ Asian or Asian British ☐ Asian or Asian British: Indian ☐	Asian or Asian British: Pakistani ☐ Asian or Asian British: Bangladeshi ☐ Asian or Asian British: Other Asian ☐ Black or Black British: Caribbean ☐ Black or Black British: African ☐ Black or Black British: Other Black ☐ Chinese or Other Ethnic Group ☐ Other ☐	
If Other please specify			