

**The appointment of
Teacher in Charge of Key Stage 4
Geography**

Required for September 2019





Anchored in Christ

Thank you for requesting information regarding the post of **Teacher in Charge of Key Stage 4 Geography (with additional responsibility for the Duke of Edinburgh Award if interested)** at Chelsea Academy. We hope that this application pack, along with the Academy's website, gives you all of the information that you need to help you apply for a post here. Chelsea Academy is a great place to work and visitors often comment on the excellent behaviour of our students, the friendliness of our staff and the fantastic Academy building. Our aim is simple; to provide the best quality education for all the students that attend the Academy, to produce happy and employable young people and to remain one of the best schools in London. If you would like to join us on this journey, then we would love to hear from you.

We are currently graded outstanding by Ofsted and SIAMS, a World Class School and are a member of the Leading Edge network. In the summer we achieved our best ever GCSE and A level results in terms of both progress (top 12% nationally) and attainment. However, we are much more than a successful, academically focused school. We believe in educating the whole child and our Christian values of joy, perseverance, servant leadership, charity and forgiveness underpin everything we stand for. It is important that all of our staff, whether they are teachers or not, work closely with our young people and ensure that they are successful in all that they do. We are looking for staff who will always go the extra mile for our young people and believe that education happens both in and out of the classroom.

We want all of our teachers to be outstanding and so offer unrivalled professional development and support. This includes a CPD session every week (including opportunities to regularly visit other schools for newly qualified teachers) and a thriving in house Lead Practitioner team that coach and support staff across the Academy. Through the Chelsea Academy Way for Learning we have a simple, flexible and consistent way of developing outstanding teaching. Most of our senior and middle leaders started as teachers with us and have developed into highly talented practitioners. We offer internal and external training through NPQML, NPQSL and Teaching Leaders - your professional development is important to us. Academy staff have access to a wide range of benefits these include a private healthcare package, 24 hour GP service, physiotherapy and a confidential well-being support line as well as a laptop and free lunch.

We are a diverse inner city, science specialist academy based just off the King's Road in Chelsea and are co-sponsored by both the London Diocesan Board for Schools and the Royal Borough of Kensington and Chelsea. Chelsea Academy combines traditional educational values and high academic and behaviour standards with an innovative approach to learning and teaching. The Academy's specialism is the sciences, and as such we have strong links with local organisations such as Imperial College, The Science Museum and Chelsea Physic Garden. As a Church of England sponsored academy we welcome staff, students and parents from all faiths but expect all employees to have regard for our Christian values that are demonstrated through the taught and non-taught curriculum.

The Academy is seeking to appoint an outstanding **Teacher in Charge of Key Stage 4 Geography**, who has a track record of raising attainment and delivering outstanding lessons. This is a new role and would suit a teacher with a couple of years teaching experience who is looking for their first step into a middle leadership position. The post holder will be responsible for the leadership of Key Stage 4 Geography and will be supported to expand the subject area to incorporate vocational and post 16 courses. Geography is a popular and successful subject at both GCSE and A level and the department offers a range of field trips across all key stages. Whilst we are an inner-city school we aim to ensure that students have access to the outdoors and through regular fieldwork, and our enrichment programme, give them access to the world. We are looking for staff who have a love of Geography but also want to get involved in the extra-curricular opportunities that we offer such as climbing, canoeing and the Duke of Edinburgh Award. We would love to appoint someone with both a passion for Geography but also for the outdoors who could lead and develop fieldwork (and lead DofE if they were interested). A recruitment and retention allowance is available for a suitably excellent candidate.

In particular, candidates should have:

- a good degree and QTS and have experience of successfully teaching up to GCSE.
- an excellent track record of teaching and developing Geography, demonstrated through exemplary examination results.
- a clear understanding of the current curriculum, assessment and pedagogical developments relating to Geography.
- experience of monitoring, evaluating and improving student achievement at Key Stage 3 and Key Stage 4.
- the capacity to contribute to the development of the Academy's Christian ethos
- the ability to inspire and motivate others
- high expectations of students in terms of learning, achievement and behaviour
- enthusiasm for developing innovative approaches to learning, teaching and student participation
- A commitment to fieldwork and the D of E programme and the drive and motivation to lead expeditions and outward bounds trips.
- the passion and commitment to work in an outstanding, inner-city Academy.

Please visit our website for an application form that needs to be completed and returned to the Academy. Sorry but we do not accept CV's. The deadline for applications is **Friday 17th May 2019 at 12:00 pm. Interviews will take place on Wednesday 22nd May 2019.** It will assist the shortlisting process if applicants can address directly to the criteria in the person specification in their supporting statements.

If you have any further questions about this post, then please feel free to contact Anisha Yatally (HR Adviser) who will put you in contact with the relevant staff member. Visits to the Academy and / or requests for informal discussions with the Principal are welcome and can be arranged by Anisha. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people.



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Equal Opportunities and Safer Recruitment

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If you want to work in a happy, purposeful inner city academy with a strong Christian ethos and commitment to helping every student go on to university or meaningful employment, then we would welcome your application.

Yours faithfully

Matt Williams
Principal

GEOGRAPHY CURRICULUM OVERVIEW

Chelsea Academy's Geography Curriculum Area aims to broaden students' horizons and help them develop an understanding of the world and its citizens. Our emphasis is on asking and answering questions, big and small, to develop our students' thinking skills. We also aim to develop our students' literacy, through exposing them to different types of text and through activities designed to support extended writing in various forms.

It is important for students to experience a smooth transition from Primary to Secondary education and to a new and exciting curriculum. From September 2016, Chelsea Academy students in Year 7 have been studying towards Key Stage 3 courses called '3Certs' (where 3 stands for Key Stage 3 and Cert stands for certificate, as students will be working towards certificates). 3 Certs are designed to be a thorough preparation for GCSE qualifications and give the curriculum a distinctive 'Secondary school feel'. Students will feel that expectations have been raised from Primary school level, both in terms of the knowledge and skills required for success. There is no time for students to tread water and it will not be possible for Key Stage 3 to be 'the wasted years', as referred to by Ofsted in 2014.

Each subject on the students' timetable is a Key Stage 3 course, with key assessment points at the end of every term. These carefully planned summative tests will assess whether or not students have a mastery of particular skills and content. It is vital that students have a regular opportunity to practise the type of exam-style exercises and revision skills that will be essential for success in Years 11 and 13. Running Key Stage 3 subjects as courses will raise the aspirations of students in Years 7 and 8, especially since students will be presented with a certificate detailing all of their grades at a specially arranged 3Cert results day event. This event mirrors the experience they will have on completion of Key Stages 4 and 5. The fact that students receive a certificate for Key Stage 3 will mean they have something tangible from Key Stage 3 and a sense of 'graduating' from Key Stage 3 to 4.

At present, Year 8 follow the National Curriculum, with a focus on half-termly themes, whilst Year 7 are embarking upon a new curriculum, which will prepare them for the new GCSE courses in terms of content and skills. The topics are listed below but more details about these courses can be found here:

<http://www.chelsea-academy.org/teaching-learning/key-stage-3/>

		Year 7	Year 8
Autumn Term	HT1	Migration Population	Development Rich in resources
	HT2	Climate change Weather and climate change / natural resource uses	Hazard hotspot Tectonics / weather and climate change
Spring Term	HT3	Superpower nation International development / economic activity	Biodiversity Weather and climate - biomes
	HT4	The impacts of tourism Economic activity	The impact of TNCs and MNCs Economic activity / international development / urbanisation
Summer Term	HT5	The geography of sport Development / economic activity	Rich in resources Resources
	HT6	Human health at risk Development	<ol style="list-style-type: none"> 1. Geography in the news 2. Revision for end of 3Cert assessment

A unique feature of the Chelsea Academy curriculum is that students have more teaching time than most other schools to complete their qualifications. To this end, Key Stage 4 will run from Year 9 to Year 11, so students will have two lessons per week per option in Year 9 rising to three lessons per week per option in Years 10 and 11. If they have chosen to study GCSE Geography then they will begin the Edexcel GCSE course. The topics are listed below but more details can be found here: <http://www.chelsea-academy.org/teaching-learning/key-stage-4/>

Component 1 - Global geographical Issues - 37.5%

- Development Dynamics
- Challenges of an Urbanising World
- Hazardous Earth

Component 2 - UK Geographical issues- 37.5%

- The UK's evolving landscape
- River processes and pressures
- Dynamic Inner Cities
- Changing Rural settlements

Component 3 - People and Environment –Making Geographical decisions (25%)

- People and the biosphere
- Consuming energy resources
- Forests under threat

Students cover the following topics at AS Level:

- Tectonic processes and hazards
- Coastal landscapes and change
- Globalisation
- Regenerating places

At A Level students go on to study:

- The water cycle and water insecurity
- The carbon cycle and energy security
- Superpowers and Migration
- Identity and sovereignty

Students also complete an individual investigation of 3000-4000 words which is worth 20% of the qualification. More details can be found here: http://www.chelsea-academy.org/sixth-form/admissions_sf/

Teacher in Charge of Key Stage 4 Geography

Job Description

Reporting

Geography Curriculum Leader

Job Purpose

- To lead in the teaching, planning and assessment of Geography at KS4.
- To teach, plan and mark work in the assigned subject area.
- To support and contribute towards the Academy vision through professional working and management.
- To help secure the success and ongoing development of the Academy, ensuring high standards of learning and achievement for all students within a specific Curriculum area.
- To help establish and maintain productive relationships with parents and carers and others who support the Academy in various capacities.
- Together with the Leadership Team and Curriculum Leader, establish and develop the Academy's values and distinctively Christian ethos within an inclusive, multi-faith community.
- To work with flexibility, resourcefulness and initiative, undertaking any duties necessary at the reasonable request of the Principal.

Key Tasks will include the following:

1. To have overall responsibility for KS4 Geography.
2. To ensure high standards of learning and teaching and academic attainment and progress for all
3. students within the curriculum area.
4. To support the development of a curriculum and plan for a curriculum area that enables student
5. progress and development.
6. To implement an effective assessment system within the curriculum area in question.
7. To work with colleagues to develop innovative and engaging schemes of work, lesson plans and
8. related learning resources that accelerate student progress.
9. To take a significant part in the development, delivery and the promotion of the curriculum area.
10. To assist in the management of the resources of the curriculum within the limits of the delegated
11. budget and in accordance with the Academy's financial procedures.
12. Along with the Curriculum Leader, to devise and implement quality assurance systems, including
13. regular learning observations.
14. To contribute to the coordination and implementation of the Academy's enrichment curriculum.
15. To help develop systems that facilitates effective and inclusive support, mentoring and guidance for
16. Academy students.
17. To undertake and support subject-specific staff training and professional development within the
18. curriculum area in question.
19. To support the development of the use of ICT within the curriculum area.
20. To contribute to the Academy Development Plan and self-evaluation processes as required.
21. To network with teachers in other schools in order to identify and build on best practice.

Person Specification

Successful candidates are likely to be able to give evidence in support of all or most of the following:

Professional Skills and Experience

1. Possess a good degree and QTS.
2. Be teaching for at least two years
3. Be an excellent teacher with the ability to inspire students in their learning.
4. Have a track record of good results at GCSE and post 16.
5. Show evidence of continued educational professional development.
6. Have experience or be able to demonstrate an aptitude for working in a comprehensive, urban and multicultural environment.
7. Demonstrate success in raising attainment, achievement and standards of learning and teaching.
8. Have some understanding of wider school leadership issues.
9. Have the ability to make accurate judgements with regard to the quality of learning and teaching and student progress.
10. Have an enthusiasm for developing innovative approaches to learning, teaching, mentoring and guidance.
11. Have experience of working in a school with a distinctive Christian ethos or the ability to articulate how such an ethos could be developed and the capacity to contribute to this.

People, Relationships and Communications

1. Be personally committed to developing a distinctive and inclusive Christian ethos in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have relentlessly high expectations of students in terms of learning, achievement and behaviour.
4. Have a commitment to developing opportunities for student voice, leadership and participation, both within and beyond the classroom.
5. Share the Academy's vision for effective one-to-one and small group coaching in the year group system
6. Have qualities which earn the trust and respect of students, staff, parents and governors.
7. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
8. Possess outstanding written and verbal communication skills.
9. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
10. Be able to build constructive working relationships with local schools and colleges, employers and the local authority

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