



WHERE THE WORLD COMES TO SCHOOL



THE SYDNEY  
RUSSELL  
SCHOOL

Geography Teacher Recruitment Pack



# Our Vision

Sydney Russell is a special place and staff and students alike are extremely proud of what we have created together over the years and continue to build as a team. Our motto 'Together Everyone Achieves More' (TEAM) is about how we work together and support each other to unlock the potential of every child, challenge expectations and level the playing field to activate social mobility.

Our aims can be summed up in three words: Currency, Character and Culture. We want our young people to leave us with the qualifications that they need to succeed in later life. We want them to flourish as lifelong learners and through a range of enrichment opportunities be inspired and grow in confidence to achieve their aspirations.

These three words sum up the shared values that underpin every decision made and every policy implemented. At the heart of our success lies the skills and talents of our staff and their enthusiasm for their craft. At Sydney Russell we look to recruit and retain the very best staff who live our ethos each day. We recognise how much our staff give above and beyond – leading and supporting school performances, residential trips, charity days, sports fixtures, enrichment and revision sessions, all of which our students benefit greatly from.

## Currency

Unlocking the potential of every child, challenging expectations and levelling the playing field is at the heart of what we do and who we are at the Sydney Russell School. To deliver a rich, ambitious, exciting and carefully crafted curriculum which leads to high academic performance and provides all our pupils with the currency they need to succeed in later life.



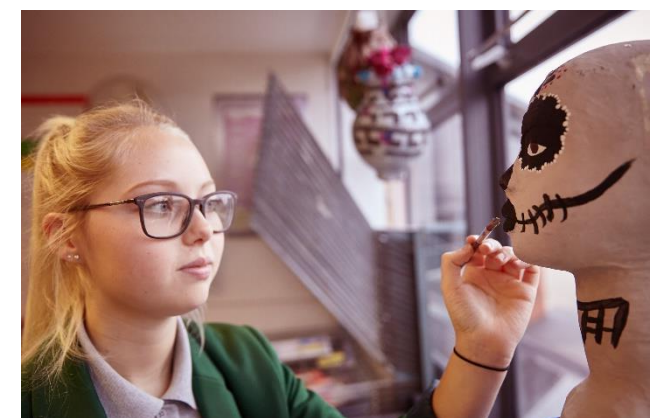
## Culture

To build the cultural capital of our young people by providing diverse experiences often difficult for them to access at home or in the local community. We utilise a wide range of cultural opportunities to inspire our students to be the best they can be and remove barriers so they gain confidence to achieve their aspirations.



## Character

To develop the character of our young people by creating opportunities to ensure our pupils flourish as lifelong learners. We create an atmosphere that hums with excitement, vibrancy and purpose, which fosters a love of learning and intellectual curiosity and promotes dignity, integrity, self-discipline and self-esteem.



## Principal's Welcome

Welcome to the Sydney Russell School and thank you for expressing an interest in applying for the position of Teacher of Geography.

Sydney Russell School, part of Partnership Learning Multi-Academy Trust, is a popular and over-subscribed school for students aged 4 – 18 years, with three form entry in the primary phase, twelve form entry in the secondary phase and over two hundred students in Sixth Form.

The school was judged 'Good' by Ofsted in 2021 and is one of the top four schools in the Local Authority on all key exam measures. The school has benefited from a £26 million rebuilding programme (2013) and has state of the art facilities.

Our expectations are high for both students and our staff - we expect exemplary behaviour from all students to ensure staff are able to concentrate on teaching at the highest level. You will find attached further details of the job description.

Our SRS values:

We value all;

We respect all;

We see the potential in all;

We have a strong sense of an entitlement to experience excellence & success for all;

We are all determined to do our best to be the best that we can be.

Our vision as a school is to unlock the potential of every child and level the playing field. Achieving this vision requires the full commitment of every member of our staff team and wider school community. If you share in this vision and want to be part of our mission to achieve the very best for our young people, I look forward to receiving your application and welcoming you to our school.



Clare Cross  
Principal

## The Geography Department

TEACHER OF GEOGRAPHY

INNER LONDON PAYSACLE (a TLR allowance is negotiable for a suitable candidate)

Start date: September 2023

We seek to appoint a teacher of Geography who will ensure continued success for our students. The successful candidate will work as part of a team to ensure the highest standards of academic progress of all the students who study Geography, continually driving and improving student achievement.

The successful applicant must be able to demonstrate knowledge and experience of setting tasks for class, group and individual work, which challenge students and ensures high levels of student interest as well as ensuring the best possible outcomes.

In return we have excellent professional development opportunities, a strong induction process and outstanding mentoring support. We are a school that works tirelessly to raise standards and invests in the development of both staff and students. The appointee will be committed to our high expectations and core values.

Staff benefit from innovative behaviour management structures which ensure that teachers can concentrate on teaching. All lessons take place in ability-banded groups to enable work to be efficiently targeted at the right level of challenge.

We are committed the safety and welfare of all children and expect all staff and volunteers to share this commitment. A fully enhanced clear DBS is essential for this post.

To apply please complete the online application form and email to [recruitment@sydneyrussellschool.com](mailto:recruitment@sydneyrussellschool.com). Please apply by **Friday 19<sup>th</sup> May 2023**.

After shortlisting, candidates will be invited for an interview day (**w/c 22<sup>nd</sup> May 2023**) which will include a tour of the school, teaching a lesson and a formal interview.

SYDNEY RUSSELL SCHOOL

JOB DESCRIPTION

TEACHER OF GEOGRAPHY

POSITION: TEACHER OF GEOGRAPHY

SCALE: INNER LONDON MPS (a TLR allowance is negotiable for a suitable candidate)

**Main purpose**

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

During the course of the academic year, it is expected that you will take on the following duties and responsibilities:

1. Planning
2. Teaching & Classroom Management
3. Agreed Whole School Procedures

**Planning**

As a class teacher, you will be expected to plan your teaching with regard to the school's policies and programmes of study. You will be expected to achieve progression in student's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught.
- Setting tasks for class, group and individual work, which challenge students and ensure high levels of student interest. This includes teaching through "challenges" where children's learning is not capped and they have greater ownership of the work they undertake.
- Planning, setting and responding to homework, in line with the agreed policy for each year group.
- Setting high expectations for students' learning, motivation and presentation of work.
- Setting clear targets for students' learning, building on prior attainment and ensuring that students understand what is required of them for any given task.
- Identifying students with Special Educational Needs and knowing where to seek advice to give positive and targeted support.
- Planning in the short, medium and longer term lessons which provide pace, motivation and challenge for students.
- Using assessment of students' attainment to plan future lessons.
- Planning for students' personal, spiritual, moral, social and cultural development.

## Teaching and Classroom Management

As a class teacher, you will be expected to:

- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom.
- Establish and maintain good discipline, by following the school policy for behaviour management.
- Establish a safe learning environment in which students feel safe, secure and confident.
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning, and maintain motivation.
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap student learning.
- Give clear instructions, presentations and question students effectively to ensure participation.
- Respond to all students' work effectively, in line with the school's marking policy so that students are clear about how they have achieved and their next steps.
- Keep effective records of children's progress.
- Use opportunities to develop students' personal, spiritual, social, moral and cultural development.
- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations.

## Agreed Whole School Procedures

As a class teacher and member of staff, you will be expected to:

- Ensure all children are treated equally, regardless of gender, social or cultural backgrounds.
- Safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school e.g. through being a form tutor, contributing to the enrichment curriculum
- Take part in the school's appraisal procedures
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attend all directed-time activities including the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and reporting to them.
- Ensure that student welfare duties are carried out, including break-time duty and forward any student concerns to the relevant person.
- Look to improve performance through evaluating your own teaching critically and use this to improve your effectiveness and engage with continued professional development including feedback to/from other members of staff.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the schools Special Educational Needs Co-ordinator (SENCO) if you have concerns on a student's progress.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the Principal or line manager.

### Person Specification – Teacher of Geography

<b>General</b>	<b>Essential</b>	<b>Desirable</b>
Record of good attendance and punctuality	/	
Professional demeanour	/	
Qualified Teacher Status	/	
Further professional or academic qualifications relevant to the role		/
<b>Experience</b>		
Successful classroom practitioner	/	
Sound subject knowledge and understanding of National Curriculum, GCSE and A Level exam specifications	/	
Proven success in ensuring high student outcomes in the subjects taught	/	
Effective team member	/	
<b>Disposition/Attitudes</b>		
Ability to cope with pressures of teaching and to maintain senses of proportion and humour	/	
Ability to rise to challenges with enjoyment	/	
Creativity and imagination coupled with a propensity for hard work	/	
Ability to use initiative	/	
High expectations of students which are role modelled through own practice	/	
Drive and enthusiasm to achieve the best outcomes for students, the school and self	/	
<b>Skills</b>		
Ability to communicate effectively, orally and in writing	/	
Interpersonal skills of a high order including tact and diplomacy, negotiation, motivation and delegation	/	
Ability to reflect and critically evaluate in order to drive further improvement	/	