



# **Teacher of Geography Information Pack**





## The School

Monkton places thinking differently at the heart of its strategic vision. We are already one of the country's best known smaller boarding schools and pride ourselves on our size meaning you can really get to know all of the pupils and serve as a full part of our community. We are a Christian school with worldwide connections and interests, and have a strong reputation for pioneering and proactive pastoral care.

A single board of Governors oversees the entire School (Prep and Senior) and Monkton is a registered charity and is incorporated as a company limited by guarantee. The Principal acts as both the Head of the Senior School and as the CEO of the group of schools.

The Senior School enjoys a very attractive rural location in the Monkton Combe valley some two and a half miles south of the historic city of Bath. Nearby is Monkton Prep, with a separate Head but part of the same foundation.



The Senior School and Prep School have a strong boarding tradition; however, day pupils comprise one third of the intake of the Senior School and are in the majority in the Prep School. Since 1992 when it merged with Clarendon School for Girls the school has been co-educational with three boys' boarding houses and three girls' boarding houses, all in the school's immediate environs.



The School buildings are in many cases converted houses, formerly privately owned, in the village. There are also many purpose-built teaching areas and extensive playing fields; the School has two boathouses on the River Avon. Some staff live in the valley in school accommodation. There has been a major programme of rebuilding and improvement in recent years: a £4.5 million extension and rebuilding of Maths and Science Departments was completed during 2008, a completely remodelled £3.5m

Music Department opened in February 2012, and a significant enlargement and refurbishment of the Art and DT Departments in 2015. Current projects are focusing on the refurbishment of boarding accommodation, and a ten-year strategic estate review was recently commissioned.



## Job Description

### The Role

Monkton is seeking to appoint a full time Teacher of Geography from September 2024. As the successful candidate, you are a dynamic and ambitious geographer who is seeking to develop in a school which grows fruitful people through innovation and a commitment to professional growth, and which prioritises relationships over systems. The role could suit an Early Career Teacher (ECT).

You share our vision for fostering a love of lifelong learning, both for students and teachers. You are passionate about delivering an excellent holistic education and have a commitment to individuals, seeing this as the basis for students to flourish. You see education as lighting fires rather than filling pails as well as the vital part that a proactive pastoral approach plays in a student's development.

In addition to teaching an academic timetable, all staff at Monkton are involved with the wider life of a busy boarding-ethos school. Co-curricular activities go far beyond those clubs and societies which are closely connected with a teacher's academic subject and all staff have a rich pastoral role with both day and boarding pupils. As such, a full time teacher will coach or support two terms of sport, or equivalent - eg CCF, drama, community service - have a tutor group, supervise a 2-hour evening work period once a week in a boarding house, and run a co-curricular activity. Applicants should make clear in their application how they would see themselves contributing to school life in these wider ways; applications which focus solely on classroom practice are likely to be less successful.

Where the successful candidate is an Early Career Teacher (ECT), support through the induction year would be delivered by our highly experienced staff and overseen by the Independent Schools Teacher Induction Panel (ISTIP). The salary offered is in accordance with the Monkton Combe Teaching Staff Salary Scale.

If you are looking for a school where there is the opportunity to rethink curriculum boundaries and be innovative in your practice, this could be the role for you. Please include in your application an indication of how you bring the curriculum to life for the young people in your care.





## **The Geography Department**

This is an exciting opportunity for a Geographer to join a thriving department. The Geography department at Monkton is dynamic and forward thinking. The students study Edexcel IGCSE Geography at GCSE and Cambridge International A level. The results over the past few years have been consistently very good and we are seeking a teacher who wants to see our pupils achieve above their expectations. It is important that the pupils are able to trust their Geography teachers so they can work confidently in a supportive environment where they feel able to make mistakes and still make improvements.

You would be one of two teachers in the department so would have a real opportunity to enact change and help move the department in new directions. A passion for Physical Geography would be welcome but not essential. As a department we are seeking excellence in everything we do from the development of resources and schemes of work that challenge students to go beyond the syllabus, to providing fieldwork opportunities that are challenging and exciting. You will have specific responsibilities in planning and running your own field trips as well as taking responsibility for the running of the Marshall society (the geography society) so will have an excellent opportunity to shape the department more specifically in these areas. We promote Geography that is current and alive whilst utilising new technology. We also feel that stretching students beyond the syllabus is important, and the need to challenge students' perceptions and opinions is central to what we do. This is all aimed at encouraging students to think like Geographers and develop them as independent learners.

A number of students carry on with Geography related degrees at a wide range of universities, including Russell group universities.



## Expectations of a full time teacher

### Weekly

A typical timetable might look like the following:

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Period 1	08:45 - 09:25	Teaching	Teaching	Teaching	Teaching		
Period 2	09:30 - 10:10		Teaching	Teaching	Teaching	Teaching	Teaching
Period 3	10:15 - 10:55	Teaching	Teaching	Teaching	Teaching		Teaching
Period 4	11:25 - 12:05	Teaching	Teaching	Teaching		Teaching	
Period 5	12:10 - 12:50	Teaching			Teaching	Teaching	
Lunch	12:50 - 13:50	Department Meeting			Teaching		
Period 6	13:50 - 14:30		Sport Duty 2/3 Terms only	Activities	Sport Duty 2/3 Terms only	Teaching	Sport Duty 2/3 Terms only
Period 7	14:35 - 15:15						
Period 8	15:20 - 16:00	Teaching				Teaching	
Period 9	16:05 - 16:45	Teaching	Teaching	Drop in session			
Period 10	16:45 - 17:05						
	18:30 - 20:30			Boarding Duty			

### Indication of responsibilities

#### Termly

- 2 x lunch duties
- Manager 1:1 meeting
- Report writing
- Tutor 1:1 Meetings

#### Annual

- Occasional Sunday afternoon event
- Occasional Saturday evening event
- Approximately 10 x Parents meetings
- Attend approximately 5 days for INSET
- 2 x Society Meetings per department



# Teacher Job Description

## Specific Duties

### **Departmental policy, administration and resources**

- Be conversant with departmental aims and objectives, schemes of work, external syllabuses, and assessment & reporting policies, as provided by the Head of Department.
- Share as required in departmental administration and policy-making.
- Manage efficiently, and take good care of, departmental resources entrusted to the subject teacher's care, reporting any losses or damage to the Head of Department or Deputy Head (Learning).

### **Teaching, assessment and reporting**

- Plan and teach lessons in keeping with the departmental scheme of work and external examination specifications, giving due consideration to the needs of individual pupils.
- Set prep in accordance with the prep timetable, and check that it is being completed efficiently by all pupils.
- Monitor pupils' progress by regular marking and testing, keeping a record of marks and assessments. Methods of assessment must be in accordance with departmental policy, and with the requirements of external examination agencies where appropriate.
- Provide parents, house staff and senior management with full information on the progress of pupils, as required. Write reports and assessments in keeping with the school's assessment system, and attend parents' meetings.
- Promote sound standards of punctuality, discipline and work within teaching groups, taking appropriate action against offenders and referring difficult cases to Deputy Head (Learning) as appropriate.

### **Departmental meetings & professional development**

- Attend departmental meetings, making an appropriate contribution.
- Attempt to maintain a close awareness of developments nationally within the subject discipline, by participating in departmental initiatives and by personal initiative.
- Participate as required in the school's appraisal system.
- Engage in personal professional development by attending relevant courses and meetings as agreed with the Head of Department



### **General Responsibilities including duties**

- Maintain good order and discipline among pupils and safeguard their health and safety both on the school campus and on organised events outside school.
- Supervise, as required, groups of pupils engaged in private study, and the classes of absent staff.
- Attend, and participate in as required, general school functions, meetings, Chapel & Church Services, cultural and social events, including those held out of school hours during term time.
- Carry out, in an efficient manner, a share of routine duties in accordance with published rotas.
- During games sessions, participate in the efficient organisation and coaching of games or an approved alternative activity, unless exempted by the Principal.
- Share in the efficient running of extra-curricular activities, as agreed with the Principal.
- Assist in the promotion of the school's reputation, and in marketing activities as required.
- Carry out any additional task reasonably required by the Principal.





## Person Specification

Note: some of the areas described in this person specification would be developed through the training on the job over the course of the first year if the teacher were undergoing school-centred initial teacher training at Monkton.

		Essential	Desirable
<b>Qualifications</b>	Honours degree or an appropriate related discipline from a recognised University (requirement if teaching)	√	
	QTS		√
	Leadership or management training (either an accredited course or INSET)		√
	UK Driving Licence		√

		Essential	Desirable
<b>Experience</b>	Ability to teach the specified academic subjects	√	
	Successful experience of delivering a differentiated curriculum to pupils with a wide range of needs	√	
	Successful experience of managing an effective classroom environment to support pupil learning and positive behaviour	√	
	Ability to teach second subject to assist with timetable flexibility		√
	Previous experience of teaching		√
	Experience of pastoral work in a similar setting		√





		Essential	Desirable
<b>Knowledge and Understanding</b>	Knowledge of Equal Opportunities, Health and Safety, and Child Protection	√	
	Awareness of safeguarding and pastoral issues, including those relevant to boarding, and coeducation	√	
	Appreciation of the ethos of a Christian boarding school	√	
	Ability to promote a positive ethos and pride in the School together with high standards of education, care and behaviour	√	
	Good understanding of the ISI inspection framework and National Minimum Standards for Boarding		√
	Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	√	

		Essential	Desirable
<b>Skills</b>	Proven ability to use ICT in the organisation and management of their role	√	
	Ability to contribute significantly to the school's co-curricular program	√	
	Excellent oral and written communication skills	√	
	Ability to teach across the age and ability range for the School	√	



		<b>Essential</b>	<b>Desirable</b>
<b>Personal Attributes</b>	Ability to exemplify the highest professional standards at all times, to prioritise and be well organised	√	
	Ability to listen actively and communicate ideas and information in a clear, concise and open manner to a variety of audiences	√	
	Commitment to personal development, innovation and change	√	
	Ability to cooperate proactively, and to inspire, motivate and support pupils, staff, parents/carers and colleagues	√	
	Ability to provide creative and practical solutions to meet pupils' and the School's needs	√	
	Ability to learn from experience and take advice from both peers and the individual line manager	√	
	The ability to remain calm and reflective when working in a challenging environment	√	
	Resilience, commitment and confidence	√	
	Evidence of the ability to consult and seek advice and professional support as necessary	√	
	Ability to be flexible and adaptable	√	
Ability to manage a busy workload and own well being			

## Safeguarding

Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.



- [Child Protection \(Safeguarding\) and Staff Code of Conduct and Behaviour Policy, including EYFS](#)
- [Equal Opportunities Policy, including EYFS](#)

## **Diversity Statement**

We seek passionate individuals who live out our four core values (confidence, integrity, humility and service) and inspire our bright, curious and enthusiastic students. Monkton thinks differently. We appreciate and value difference, and our ambition is to attract, develop and retain a diverse mix of talented people that will contribute to our ethos and values.