



Candidate Information Pack

Teacher of Geography

"Pupils thrive here. Leaders and staff work together to give pupils every possible opportunity to do well and enjoy their education"

'Outstanding' Ofsted judgement
October 2021

The Tiffin Girls' School Vision

'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'

The school's motto *sapere aude* – **dare to be wise**, is embodied in its core values of *Community*, *Love of Learning* and *Character*.

Community:

- Collaboration
- Active Citizens
- Celebrate diversity

Love of Learning:

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

Character:

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



From the Headteacher

Dear Applicant

Teacher of Geography post, commencing from September 2024

Thank you for your interest in the post of Teacher of Geography at The Tiffin Girls' School. We are looking for someone who is knowledgeable and passionate about their subject, enthusiastic about teaching students who love learning, and is committed to contributing to the students' all round development. I hope that the materials we have prepared help you to decide that you would like to apply.

Now in my ninth year as Headteacher at Tiffin Girls', I am still in awe of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students, especially when singing the school song, and this motto underpins our vision: **'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.'**

Central to achieving this vision are the school's core values of **Community**, celebrating our diverse and inclusive community, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to be curious and to pursue their passions with freedom of intellect whilst being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures collaboration and giving back to society, and encourages engagement in a wide and diverse range of extra curricular activities.

Our common values have been the foundation and quiet force behind our success. It's because the staff make the students feel valued and included, they provide great experiences and wonderful memories, they inspire them with their love of their subject and they promote effort that leads to success.

It is all our responsibility to ensure the students not only achieve highly, but also develop the knowledge, skills and confidence to enable them to go out and make a difference in the world, where they will demonstrate ethics, empathy and resilience.

Alongside this focus on our values, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to teach at this school is an appealing one. I look forward to receiving your application.



Headteacher

The Geography Department

The department is a cohesive unit with three teachers, of which this vacancy is one. Courses are planned collaboratively to an agreed structure and content, with plentiful resources available to aid teaching, but staff enjoy flexibility of approach within the framework.

Key Stage 3

Courses deliver a balance of both physical and human geography. We ensure that skills, current affairs and key issues are addressed within the curriculum to ensure that the content is up to date and highly relevant to the students that we teach. Year 7 receive two hours of teaching per week and Years 8 and 9, one hour each. In Year 8, students visit the Natural History Museum and in Year 9, students conduct a fieldwork investigation into the impacts of globalisation in their local area.

Key Stage 4

Geography is a very popular subject at GCSE. We teach the AQA GCSE covering a wide range of physical, human and environmental topics and will include two fieldwork day trips in Year 10. Teaching time is two hours per week in Years 10 and 11.

Key Stage 5

We follow the AQA A Level. Year 12 study changing places, contemporary urban environments, water and carbon cycles and coastal systems. Year 13 study global systems and governance, and hazards. Geographical skills are taught throughout the course. We complete four days of fieldwork in year 12. At the start of the year, there is a day trip to Hyde Park and then in the summer term we visit Stratford, Brick Lane and West Wittering beach. At the start of Year 13, students attend a lecture day to support their exam skills. Teaching time is four hours per week in both Years 12 and 13. There are currently two teaching groups in Year 12 and one teaching group in Year 13. Teaching is shared between staff.

Results

Results are consistently high. In 2023 GCSE results were 90% level 9-8 and 99% 9-7. A level students achieved the following grades: 86% A* & A and 100% A* - B.

Enrichment activities

- We seek to run trips to enhance the learning experience and bring Geography to life. Most recently, the school ran residential trips abroad to Iceland in October 2019 and have another trip planned for April 2025.
- We try to take advantage of being close to London by offering girls the opportunity to attend lectures both at the RGS and at universities such as LSE, with the opportunity to attend 'Geography in Action' lectures.
- Speakers from a range of geographical backgrounds from geology to the energy industry have visited the school to encourage students to think about the practical applications of the subject within the world of work.
- Students across all year groups are encouraged to engage with 'geography in the news'. Their research is displayed in classrooms and the geography department has played an active role in raising students' awareness of important current issues.
- Students across all year groups enter competitions such as the RGS "Young Geographer of the Year" and Sixth Form students regularly enter competitions such as the National Schools Geology Challenge (Winners in 2024) and Cambridge Essay Competition.
- Geography teachers play an active role in providing intervention to girls outside lessons both in scheduled group sessions and on a one-to-one basis.

Our School



The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the students take centre stage. The school is currently home to 1,240 students, aged between 11 and 18, and is now into its 144th year. The school prides itself on encouraging students to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young people ready for their future lives as global citizens.

The students achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the students.

The school is a six form entry selective school, with 180 students in each year group and over 340 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, two drama studios, Learning Resource Centre, music suite and a computer suite of two computer rooms, with bookable chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall and a separate dining hall. Sports facilities include a Sports Centre, opened in September 2022, two gyms, an astro turf, resurfaced netball and tennis courts. Students in Years 7 to 13 bring their own chromebooks to school to ensure a seamless transition between home and school learning.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, a new teaching block and Sports Centre have been added thanks to the support of our parents, which have provided significant funding when submitting successful capital bids.

Ofsted

In October 2021, the school was inspected by Ofsted using the new inspection framework introduced in September 2021 and judged to be 'Outstanding' across all categories with an Overall Effectiveness judgement of 'Outstanding'. Governors were delighted with this result which reflects the valued contribution made by every member of staff at the school. The full report is available on the school website here <https://www.tiffingirls.org/Our-School/Key-Documents.aspx>

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

“Staff receive high quality training, including those who are new to teaching. Staff continually review and refine their practice. For example, staff have used research-led projects to focus on and boost equality and diversity. Staff feel valued. Leaders listen to staff and do their best to make workload manageable.” Ofsted 2021.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through CPD based on needs identified through appraisal, or for whole school development. Where relevant, non-teaching staff are encouraged to join working parties, recent groups include Equality, Diversity and Inclusion and Behaviour for Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the following year.

Staff wellbeing is a priority within the school. There is an active Wellbeing Working party, supported by the Senior Leadership team, who identify and implement initiatives to support the positive and inclusive working environment. The latest initiative was focused on the refurbishment of the staffroom, which was completed last summer.

There is an active staff association, which arranges social activities throughout the year.

Admissions

The school operates a two-stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2024 entry are available to read on the website.

In recent years, Governors changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background, both at Year 7 and Sixth Form entry.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able students.

Curriculum

“Leaders maintain high academic standards and provide a curriculum that extends far beyond academic study. Pupils flourish, both academically and personally”. Ofsted 2021.

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one-hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications, choosing 4 in Year 12 dropping to 3 in Year 13. In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education as well as compulsory PE lessons.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving students face. We have therefore developed a comprehensive evidence based pastoral curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experiences over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK finalists 2020) – 2 teams with approximately 50 students, enrol on the Duke of Edinburgh Award Scheme Gold award, and take part in Chemistry and Biology Olympiads, Engineering Education Scheme, UKMT, debating, university challenge, Model United Nations and a wide range of other clubs and societies. Sixth Form students support and/or are extensively involved in contributing to Black History Month, our Time to Talk activities and lead on the extensive range of charity work the students are involved in. Alongside this, the students are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (20 in 2023) and other Russell Group universities, a small number are choosing to study abroad or to take up degree level apprenticeships.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Equality and Diversity

The school celebrates the diversity of its students and staff, and is fully committed to an ongoing programme of review of our equality and diversity practices to ensure all members of the school community are fully accepted and equally valued. We have a Stonewall award and as part of our commitment to an anti-racist strategy, the school is currently working towards an anti-racist school accreditation through the Centre for Race, Education and Decoloniality at Leeds Beckett University.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous pre-employment, online searches and enhanced Disclosure and Barring service (with Barred List) checks on appointment. The school complies with the DBS Code of Practice and with the statutory guidance, Keeping Children Safe in Education, as updated from time to time. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Claire Russam, HR Director on recruitment@tiffingirls.org.

Our safeguarding policy is available for you to read on our website at www.tiffingirls.org under the tab 'Our School' and the page headed 'Key Documents'.

Job Description: Classroom Teacher

Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

Job content

The basic duties of a teacher are outlined in the current Teaching Standards. The Teacher shall maintain a good understanding of whole school curriculum, teaching and learning, assessment and pastoral policies.

Core responsibilities

- **Teaching:**
 - Plan work in accordance with departmental schemes of work , working collaboratively within the department which enables flexible and creative approaches to teaching
 - Take account of students' prior levels of attainment and use them to set future targets and inform planning
 - Set appropriate and challenging work for all students
 - Maintain good discipline by following the Behaviour for Learning policies and procedures
 - Ensure punctuality and establish a purposeful working atmosphere during all learning activities
 - Ensure effective setting of homework and provide comprehensive feedback to students
 - Identify and work appropriately with 'special educational needs', 'academically more able' and 'disadvantaged' students
 - Set work when required for absent students

- **Assessment, recording and reporting:**
 - Keep accurate records of students' work in line with school's Assessment and Feedback policy
 - Mark and return work set, including homework within an agreed and reasonable time and in line with the school's Homework and Assessment and Feedback policies
 - Use the school's marking scheme at all times; including guidance on literacy
 - Attend parents' evenings as required and keep parents informed about their child's performance and future targets

- **Pastoral work (Form Tutor):**
 - Follow schemes of work provided by Heads of Year or Senior Leadership Team
 - Being aware of the strengths and needs of each student
 - Undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
 - Monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
 - Promoting high standards of behaviour and attitudes to work within the group
 - Promptly completing administrative tasks relating to the group
 - Other tasks appropriate to the tutor role; including creating a positive form environment

Post threshold teachers:

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.

General:

- The teacher will be part of the school's appraisal scheme. They will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
- Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
- Keep ICT skills updated to ensure effective use of technology
- Actively engaging with google classroom and other online platforms to share resources, set homework and communicate with students.
- Demonstrate commitment to own professional development
- Demonstrate commitment to the extra curricular life of the school
- Attend and contribute to key stage, subject, team and full staff meetings
- In relation to the school's strategic plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body
- To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters

The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school's terms and conditions.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.

Person Specification

| | Essential | Desirable |
|--|-----------|-----------|
| Qualifications | | |
| Qualified Teacher Status | ✓ | |
| Good honours degree | ✓ | |
| Evidence of commitment to continuing professional development | ✓ | |
| Experience | | |
| Evidence of raising student achievement | | ✓ |
| Awareness of current developments in education training | | ✓ |
| Strong track record of high success rates and positive value added in teaching at all Key Stages | | ✓ |
| Experience of undertaking Form Tutor role | | ✓ |
| Skills and abilities | | |
| Ability to demonstrate excellent teaching practice against the current Teaching Standards | ✓ | |
| Demonstrate awareness of and ability to develop outstanding practice in teaching techniques | ✓ | |
| Demonstrate an ability to work as part of a team in a successful department | ✓ | |
| Ability to devise strategies to ensure aspirational student achievement | ✓ | |
| Evidence of effectively using assessment data to inform teaching and learning in your classroom | ✓ | |
| Demonstrate high level of skill in giving effective and regular feedback to students on academic progress | ✓ | |
| Ability to be an energetic and supportive form tutor | ✓ | |
| Ability to develop and sustain effective rapport with students and collegiate relationships with colleagues | ✓ | |
| Ability to manage and develop a good relationship with parents encouraging their involvement | ✓ | |
| Personal qualities | | |
| Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development | ✓ | |
| The ability to reflect on own teaching practice, adapting teaching strategies and techniques based on departmental / senior leadership team feedback | ✓ | |
| The ability to communicate effectively (verbally and in writing) with all members of the school community | ✓ | |
| Excellent organisational skills, ability to work under pressure and meet deadlines | ✓ | |
| Commitment to the ambitious visions and values of The Tiffin Girls' School | ✓ | |
| Demonstrable commitment in previous settings to participation in the extensive extra-curricular program of the department | ✓ | |
| Demonstrable commitment to treating others fairly, equitably and with dignity and respect | ✓ | |
| Be able to work in a way that promotes the safety and wellbeing of students | ✓ | |
| Commitment to the school's safeguarding policies and procedures | ✓ | |
| Demonstrate an understanding of safeguarding responsibilities | ✓ | |

Why teach at Tiffin Girls'?

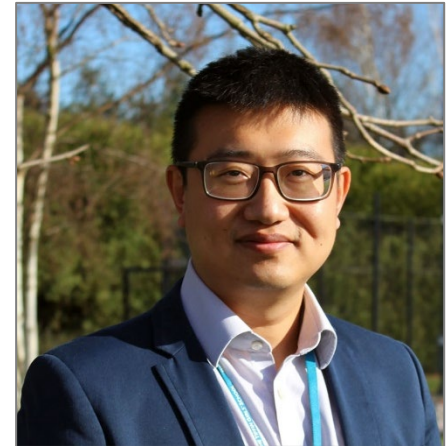
Mrs Laura Metcalf Head of History



“ I joined the school as Head of History and since then, have had the opportunity to become a temporary member of the Senior Leadership Team before starting a family. After that, the school has supported me by enabling me to become part time and then within that, being able to job share the Head of Department role. More recently, I have undertaken sole Head of Department responsibility while working four days a week. It’s a special place to work – the incredible engagement from the pupils and their love of history, their quest to find out more at every level – definitely keeps me on my toes. I still continue to be blown away by the sheer excitement they feel about learning. I enjoy working with a very diverse teaching staff; the Humanities department is particularly close knit and welcoming. A personal highlight is going to the Himalayas with World Challenge which was something I’d never experienced before and a life-long ambition. ”

Mr Zidong Cui Maths Teacher & 2nd in Maths Department

“ I was a business owner before becoming a teacher but I was trained in a very similar setting (a top performing girls’ grammar school) in my PGCE year so I knew what it would be like working at The Tiffin Girls’ School. Initially, I did think I might struggle with the level of Maths taught here as the pupils are so able, however, since I started, the support I’ve had from the department has made things so much easier. The Maths department has so many experienced teachers from whom I have learned so much. The people definitely make it special working here. The staff are so friendly and supportive. The students work really hard and are so interested in the subject. I took over the Young Enterprise programme in my third year. Because of my business background, I was really excited to help the students develop their business skills through real life experiences. I’ve taken them to many trade fairs (as far as Stratford upon Avon) and competition finals, and we’ve won several awards together. But the best part has been to see the progress the students make in a year – they’ve all been brilliant. The school has given me many opportunities to develop myself – I’ve been involved in CPD sessions and policy-making working parties, and I’ve been given opportunities to teach all the year groups. ”



Ms Afiyya Sami Chemistry Teacher & KS3 Science Co-Ordinator



“ I started my teaching career at the school as a NQT – I was a bit nervous about applying as I thought I might not be able to teach at such a highly academic school. But I realised straight away they’re just normal students – they’re very enthusiastic, fun and willing to do well. The school has always been very supportive – there are lots of training sessions, and I had the opportunity to observe experienced and supportive teachers in the department, which also helped develop my skills in teaching A-Level. I’m really enjoying teaching the A-Level syllabus because the students are very passionate about their subject and share the love of your subject with you. One of the nicest bits about working here is the great sense of community. It feels like a family that supports and encourages each other and like every family we stay in touch, we get together to share, remember and celebrate. The support and encouragement also led me to apply for (and gain) the role of KS3 Science Coordinator after completing my NQT year. ”

Benefits of working at The Tiffin Girls' School

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Two week October half term
- Free tea and coffee in the staffroom
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme (salary sacrifice)
- Enhanced maternity benefits and consideration given to flexible working where possible
- An Employee Assistance Programme including free at the point of use counselling
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social events
- Staff discount on hiring the school facilities (single booking only) <https://facilities.tiffingirls.org/> and use of sports equipments (eg Ergometers)

Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme: *the school contributes 23.68% of salary*
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs