



# THE KING ALFRED SCHOOL

Appointment of Teacher of Geography

Full-Time, Permanent

With effect from September 2024

Information for Candidates  
May 2024



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**For further information about The King Alfred School please visit our website at [www.kingalfred.org.uk](http://www.kingalfred.org.uk)**

## 1. THE KING ALFRED SCHOOL

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For over 100 years, The King Alfred School [KAS] has stood for a rational, nurturing and enlightened educational experience. Founded in 1898 by a group of parents in opposition to Victorian educational practices – authoritarian discipline, regimentation, religious instruction, collective worship – KAS was created as a demonstration school committed to encouraging learning for its own sake and informed by research. It sought to provide a well-rounded education that focused on what was best for the whole child and on the development of character and individuality.

KAS still stands out from the prevailing educational environment as a school that achieves academic success without unnecessary pressures, and social success through the development of relationships and responsibility rather than external discipline. It is a school that is genuinely loved by students, parents and staff alike.

KAS has often been referred to as a “progressive” school. Certainly, it subscribes to many of the concepts of the progressive movement. We emphasise child-centred education, which aims to draw out the best in the individual child. We believe that the principles of mutual respect, of relationships based on trust rather than authority and punishment, and of allowing each child to develop at his or her pace in an atmosphere that is free from fear, provide the best learning environment. The school places a strong emphasis on creative and active learning and on the value of play. Co-education, mixed ability, all ages and non-denomination are its essential and enduring characteristics. Informality is typified by the use of first names, the absence of uniform and as few rules as can be managed within a community.

The village green setting of the main site, next to Hampstead Heath, contributes to the community feeling of KAS. The school has 715 students, from age 4 to 18. Most children will join at Reception and continue on to the end of their school lives. Transition from Lower to Upper School is a natural one and for KAS pupils does not depend on assessments, tests or examinations. Even though KAS is divided into two sections [Lower School, from Reception to Year 6; Upper School, from Year 7 to Year 13], it perceives itself as one school in which all parts belong to a whole. Age groups are encouraged to mix. We aim to provide a happy, compassionate environment in which the emotional, physical and social developments of the child are held in equal regard to academic progress.

A high teacher/pupil ratio enables the committed and professional staff to provide a rich variety of activities. Alongside preparation for GCSE and A levels, teachers strive to provide a broader and more generous education. KAS measures the success of its philosophy by the acknowledged maturity of the students when they leave, by their successful pathways beyond school, and by the fact that students invariably end up doing something worthwhile, interesting or unusual.

KAS is committed to professional development and training for all its staff. New ideas from teachers and children are encouraged and there is active staff involvement in all aspects of the school. Staff are supported to pursue master’s degrees, engage in action research projects, and connect with education professionals in this country and abroad.

The school is owned by and operated through the King Alfred School Society [KASS] members of which are mainly parents, ex-parents, ex-students and members of staff. The majority of the governing body – Council – is composed of parents and ex-parents [some of them ex-pupils]. Like any board of governors, Council is legally responsible for educational policy, financial management and the strategic development of the school. In practical terms, Council delegates the running of the school to the Head, and oversees this work through its committee structure. Maintaining the school ethos remains an important part of Council's responsibilities.

Annual election of Members of Council ensures that parents maintain an active interest and input in how education is carried out at KAS. On the principle that family life is a vital overall aspect of education, parental involvement in the general life of the school is encouraged.

The King Alfred School is situated on two beautiful sites. On the main site at Manor Wood, school buildings are spread around an open field; a number of mature trees from the original Manor Wood provide play and camp-building areas for the younger children and protection for a small amphitheatre. The facilities have been expanded considerably over the years, and there is an exciting building programme for the next five to ten years.



## Curriculum Principles:

- Our curriculum can be defined as the sum total of all learning experiences inside and outside the classroom. As such, all members of staff are expected to contribute to the extra-curricular life of the School.
- We put the child at the centre of our teaching and learning. Intelligence, understanding and capabilities will show themselves in many different ways and therefore we aim to educate in a way which will challenge and support each individual.
- Our curriculum aims to help students to make meaning of the world around them. An awareness of spirituality and morality; an understanding of the importance and the limitations of inherited knowledge, culture and values; a sense of social responsibility, and preparation for the world of higher education and work, are all important components of that meaning.
- We value high-level thinking and creativity as well as measurable exam outcomes.
- Our curriculum aims to enable our students to enjoy achievement and keep competition in perspective, valuing the intrinsic worth of actions and learning, rather than the pursuit of prizes.
- While being aware of the National Curriculum, we are not constrained by it and take full advantage of our independence and our own rational, progressive traditions.
- In the Upper school, we teach a broad range of discrete subjects and consider all subjects to have creative and academic aspects and possibilities.
- It is our expectation that in Years 10-13 KAS teachers will use GCSE and A Level specification as a starting point but will aim to teach above and beyond examination requirements.
- Success in external examinations is a proven consequence of our approach but our truest measure of success is the fact that our students leave KAS as adults who are well-rounded, socially adept, emotionally resilient, inquisitive life-long learners, who are self-motivated, independent thinkers.
- We regard our curriculum as dynamic and constantly evolving rather than a static entity. Informed by current educational research and thinking, a process of review and development is embraced by our community of learners, teachers and parents.

## 2. Geography at KAS

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We require from September an experienced Geography teacher. The successful candidate must be experienced at teaching Geography to KS4 and KS5.

### **The Department**

The Geography Department in the Upper School at KAS is a small team and is highly ambitious for our students. Now more than ever the world needs Geographers and the unique global perspective that they bring to the world.

A new colleague would be encouraged to participate fully in the promotion and development of a lively, energetic and creative approach and atmosphere within the department.

The successful candidate would be part of a well-resourced department and a strong and friendly Humanities team in the school.

### **The Curriculum**

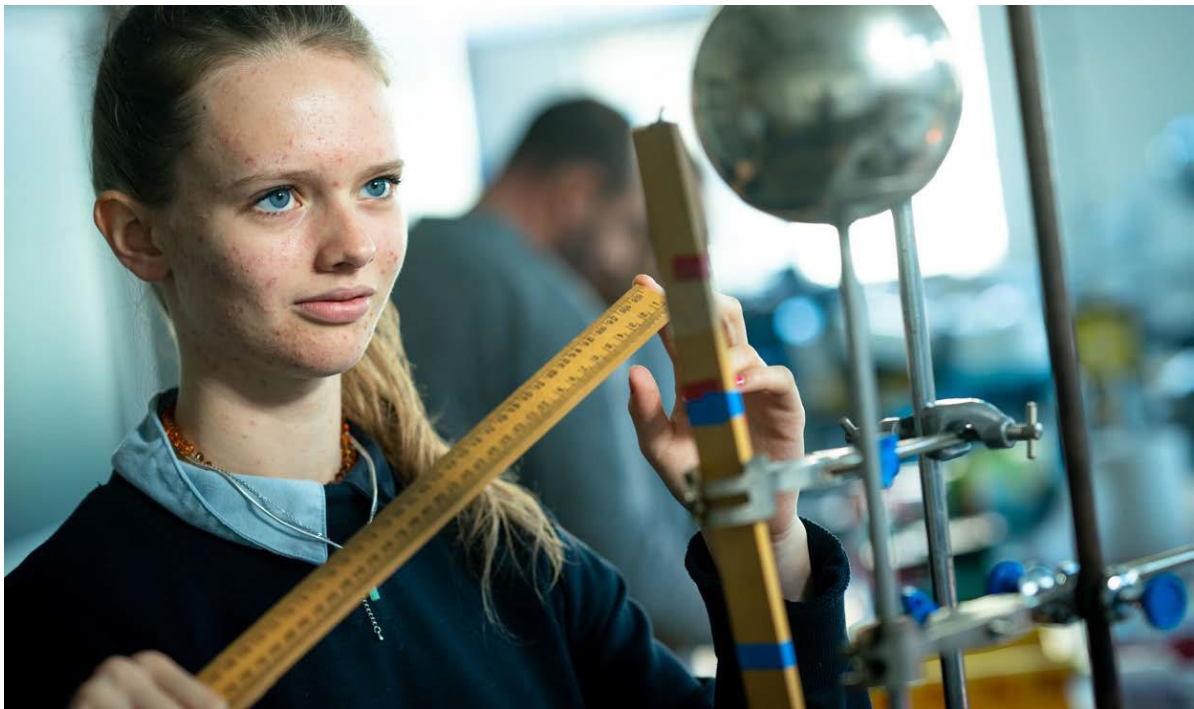
At KS3, Geography is taught in years 7 and 8 as part of the multi-disciplinary 'Explorations' curriculum. In year 9 we have an innovative programme which integrates place knowledge, skills and geographical concepts to support students to work through key enquiry questions. An example of this is our unit that explores climate change and international politics and asks students to represent a designated country at our annual COP Model United Nations conference.

At KS4 and KS5 we teach the OCR curriculum. At GCSE this is OCR B. We seek to ensure that the course responds to current world events and work hard to develop pedagogical approaches that are engaging and challenging for our students. We aim for our courses to be relevant and dynamic across all key stages and there is plenty of scope for staff to contribute ideas, activities and case studies which reflect their own experience and expertise.

Fieldwork is a vital part of becoming a Geographer as it is where theory becomes reality. We offer UK- based residential trips to year 10 and year 12 as well as day trips. There is scope to expand this to year 9 and someone with enthusiasm and

commitment in delivering experiential fieldwork and trips would be welcomed. Our location near Hampstead Heath means that there is plenty of scope to embed enquiry-based approaches into our day-to-day lessons, in addition to opportunities to design experiences for students further afield.

The successful applicant will be joining a very supportive, welcoming team with a genuine passion for the importance and value of Geography and an openness to new ideas and approaches.



### 3. JOB DESCRIPTION

Role	Teacher of Geography – Permanent
Salary	The base salary for this role will be on KAS scale and the positioning will depend on experience.  <i>[The KAS scale is the same as the Outer London pay scale, with the addition of the KAS supplement of c.£5,000]</i>
Line Manager	Assistant Headteacher

#### Job Purpose

- To teach Geography at all key stages including GCSE and A-Level.
- To inspire students with a love of learning, be ambitious for them to achieve well academically and more widely and support them to be happy and fulfilled at school.

#### Job Duties

##### a) Teaching, Learning and Assessment in Geography

- Within the holistic philosophy of the school, set ambitious targets for what students can achieve
- Ensure that that geography teaching and learning are of a consistently high quality on a day-to-day basis
- Ensure that high quality schemes of work and resources are in place throughout the curriculum
- Oversee assessment, marking and feedback, so that it effectively supports student progress and is manageable for staff
- Ensure that pupil achievement is effectively monitored, targets are set for student improvement and appropriate interventions are put in place where necessary
- Ensure that the geography team understand and follow whole school policies and procedures
- Liaise with the Learning Support department to ensure students are well supported in order to access the curriculum

##### b) Strategy

- Help develop the profile for the subject across the school, including uptake at GCSE and A level
- Assist with the geography co-curricular program, including field trips and extension events/activities
- Keep abreast of developments in the wider world of geography, geography education and geography examinations



### **c) The Geography Team**

- Contribute to a cohesive, hardworking and happy team, with a strong collegiate culture
- Share good practice within the team through one's own teaching
- Participate in regular departmental meetings

### **(d) Contribution beyond the classroom**

- Takes on the role of form tutor or co-tutor and liaise with the Pastoral team to support tutees and pupils
- Where requested, provides cover for other colleagues
- Participates in the extra-curricular programme at KAS including clubs and our camps programme

Whilst this job description outlines the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work that is not specified in this job description, but which is of a similar level of responsibility.

It is understood that areas of responsibility can evolve in the light of the needs of the school and the professional development of staff. This job description may therefore be periodically amended after joint review.

## 4. PERSON SPECIFICATION

Attributes	Essential	How identified
<i>Qualifications / training:</i>	<ul style="list-style-type: none"> <li>• Good honours degree + PGCE secondary (QTS)</li> <li>• Excellent standard of written and spoken English</li> <li>• Evidence of continuous professional development</li> </ul>	Application
<i>Experience:</i>	<ul style="list-style-type: none"> <li>• Successful teaching of GCSE and A level geography</li> <li>• Clear understanding of what makes good teaching &amp; learning</li> <li>• Evidence of making a significant contribution to a team</li> <li>• Clear understanding of school monitoring, appraisal and data systems</li> <li>• Leadership or involvement in an extra-curricular programme</li> </ul>	Application, reference, Interview process
<i>Skills and abilities:</i>	<ul style="list-style-type: none"> <li>• Proven track record of being an excellent teacher in own classroom</li> <li>• Able to build positive relationships with students, staff and parents</li> <li>• Able to work with a solutions-focused approach</li> </ul>	Application, reference, Interview process
<i>Personal attributes:</i>	<ul style="list-style-type: none"> <li>• Strong commitment to student engagement and achievement in geography</li> <li>• Enthusiasm, positivity, resilience</li> <li>• Empathy and affability</li> <li>• Welcomes feedback and is self-reflective</li> <li>• Sets and maintains high standards in professional relationships with young people and colleagues</li> <li>• Commitment to supporting the progression and success of colleagues</li> </ul>	Application, reference, Interview process
<i>Commitment to:</i>	<ul style="list-style-type: none"> <li>• The KAS ethos, and child – centred progressive education</li> <li>• Working in a 'can-do' culture with a commitment to continuous improvement</li> <li>• The happiness, well-being, and progress of all at the school</li> </ul>	Application, reference, Interview process

## 5. TERMS OF EMPLOYMENT

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- The appointment will be made subject to successful references and DBS check.
  - The post is a full-time permanent role.
  - All new staff have a probationary year supported by a carefully structured induction programme.

