



# **FRIERN BARNET SCHOOL**

## **Specialist Arts College**

**Hemington Avenue, London, N11 3LS**

**Headteacher: Mr S Horne**

### **GEOGRAPHY TEACHER**

**Start: September 2025**

**Salary: MPR/UPR**

**Closes: 9.00 am, Friday 4 April 2025**

**This post would be suitable for ECTs**

We are looking for a dedicated, motivated professional who is looking forward to working in a wonderfully diverse, multicultural school and joining the humanities faculty at an exciting stage in its development. The successful candidate will be:

- passionate about the teaching of geography
- an excellent practitioner
- able to teach geography - Key Stage 3 to Key Stage 4
- enthusiastic about their own professional development

The post is ideal for an ambitious teacher seeking to develop their career or an early career teacher.

Friern Barnet School is committed to the creative arts because they enrich the quality of our experiences, providing rewarding activities that inspire, inform, stimulate, challenge and entertain. We are hugely ambitious academically for our students but we also want them to live lives which are personally and socially fulfilling. In addition we want them to develop a love for art, music, dance, theatre and culture, which will enrich the whole of their lives.

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to enhanced clearance through the Disclosure and Barring Service.

Application forms and further information are available to download at [www.friern.barnet.sch.uk](http://www.friern.barnet.sch.uk)

The closing date is 9.00 am on 4 April although we reserve the right to interview suitably qualified and talented candidates in advance of the deadline.



Enjoy and Excel

### **Geography Teacher**

Thank you for your interest in this position, which will be a key appointment in the further development of Friern Barnet School.

Enclosed are the following for your information:

- Overview of the Department
- Current job description
- Current Person Specification

On our website you will find an application form and the school prospectus. All of this material will give you a clear impression of Friern Barnet School and its strong learning culture.

As the Head Teacher, I feel very privileged to be leading this fabulous school – a school community that is continuing its exciting journey of working together successfully to ensure that all students, whatever their ability, make excellent progress and enjoy and excel in everything they do.

The Governors and I look forward to receiving your application. Please note the closing date is 9.00 am on Friday 4 April 2025.

Yours sincerely

Simon Horne  
Head Teacher

## **The recruitment and retention of teaching staff at Friern Barnet School**

The Governors of Friern Barnet School wish to recruit teaching staff of the highest quality at all levels. Whilst accepting that teachers will wish to further their careers both within the school and elsewhere, they wish to ensure that teachers can gain both financial and non-financial benefits from working at Friern Barnet School which are at least as favourable as those available elsewhere.

The incentives are expressed under two headings:

1. Financial benefits
2. Professional development benefits

### **1. Financial benefits**

- All staff benefit from the Outer London Pay Scale - this equates approximately to an additional £3,000 per year over standard salaries
- Early start scheme for NQTs, allowing colleagues to begin their employment prior to the start of the summer holidays
- Free use of the school's fitness suite before and after school
- Cycle to work scheme- a scheme that will allow you to make significant savings on cycle purchases

### **2. School-based benefits:**

- NQT induction
  - It is anticipated that NQTs taking up posts at Friern Barnet School will spend the July prior to taking up appointment being inducted into school
  - Mentor support
  - Reduced teaching commitment for professional development activity
  - Whole school induction programme
- Professional development
  - The school will provide professional development opportunities at an appropriate level to new teachers:
    - Induction package for all new teachers, including whole school programme and mentor support
    - Appropriate CPL opportunities in and out of school
    - Opportunities for departmental and whole school development/experience
- Employee Assistance Programme
  - Free confidential support, information and advice, 24 hours a day, 365 days a year, including:
    - Support and counselling for home-life and work-related issues
    - Financial and debt enquiries
    - Legal enquiries
    - Support for managers
    - General information



## THE HUMANITIES FACULTY AT FRIERN BARNET SCHOOL

### **Organisation**

The Humanities Faculty currently comprises seven full time members of staff led by a Head of Faculty who is also Subject Specialist for Religious Studies. Between us we teach a wide range of subjects – Geography, History, Religious Studies and Business Studies. We have very strong links with the English Faculty, Learning Support department and are fortunate to have a number of very experienced teachers in place, with Humanities teachers being responsible for some of the school's teacher training, the school council, PSHE, the Able and Ambitious programme and year 8.

We use the enquiry method of teaching to investigate topics in breadth and depth to ensure that learning is challenging and engaging for all our students. The Faculty has a philosophy that encourages the students to develop and utilise the skills of learning which we endeavour to embed into everyday practice to develop lifelong learners. We want them to question everything and to see the application of their learning in everyday life. Through the schools' CPD programme we analyse and evaluate current research in order to deliver our students the very best learning opportunities: We are a forward thinking faculty, always looking for ways to improve our selection of topics and approach to teaching so that we would be proud to teach them to our own children. We use rigorous and pupil-friendly AfL tracking systems which allow us to identify students who are underachieving at an early stage and we share class progress information freely within all our faculty subjects. We are a very supportive and open team who meet regularly to share teaching and learning ideas and who support each other through informal lesson drop ins.

### **Accommodation**

The faculty is situated largely in a suite of rooms, adjacent to one another on the top floor of the school. We have five teaching rooms in this area with designated classrooms to teach in. All rooms have computers, visualisers and interactive whiteboards. Staff can access the Humanities teaching and learning office from the main corridor to meet, exchange ideas, assess work and prepare lessons.

### **The Curriculum**

Year 7 Humanities classes are currently taught in form groups, with Year 8 classes then being carefully constructed to ensure a good balance of strengths and weaknesses in each. This allows the students opportunities to learn from each other and for us to ensure positive class dynamics. In Year 9 students are taught in the same classes as Year 8. At KS4 students are taught in mixed ability classes. We feel this ensures the best standard of teaching and learning for all our students. The KS3 curriculum has undergone significant review and change over the last two years, and our KS4 curriculum is very challenging and diverse across the four subjects, giving the students a wide variety of topics and styles to choose between. Uptake of Humanities subjects at GCSE is very high, with many students choosing more than one, and this is testament to the enthusiasm of the teachers, who are each passionate about their subject.



**Friern Barnet School**  
**Job Description**

<b>Post Title:</b>	Teacher
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>• To monitor and support the overall progress and development of students as a teacher and Form Tutor.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of achievement and maximising student attainment.</li> <li>• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> <li>• To be committed to the safeguarding of children.</li> </ul>
<b>Reporting to:</b>	Head of Faculty
<b>Liaising with:</b>	Head Teacher/Senior Leadership Team, teaching and support staff, LA representatives, external agencies and parents.
<b>Working Time:</b>	195 days per year. Full-time
<b>Salary/Grade:</b>	<b>Barnet Band: MPR / UPR</b>
<b>Disclosure &amp; Barring Service (DBS)</b>	Enhanced
<b>MAIN (CORE) DUTIES</b>	
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of students</li> <li>• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Faculty</li> <li>• To contribute to the faculty's Improvement Plan and its implementation</li> <li>• To contribute to the whole school's planning activities</li> <li>• To contribute to the faculty process of self review and evaluation and Improvement Plan activities</li> </ul>
<b>Curriculum Provision:</b>	<ul style="list-style-type: none"> <li>• To assist the Head of Faculty, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives</li> </ul>
<b>Curriculum Development:</b>	<ul style="list-style-type: none"> <li>• To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students and examining and awarding bodies</li> </ul>

<b>Staffing</b> <b>Staff Development:</b>  <b>Recruitment/  Deployment of Staff</b>	<ul style="list-style-type: none"> <li>• To take part in the school’s staff development programme by participating in arrangements for further training and professional development</li> <li>• To continue personal development in the relevant areas including subject knowledge and teaching methods</li> <li>• To engage actively in the Performance Management Review process</li> <li>• To ensure the effective/efficient deployment of classroom support</li> <li>• To work as a member of a designated team and to contribute positively to effective working relations within the school</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To adhere to and to help to implement school quality procedures</li> <li>• To contribute to the process of monitoring and evaluation of the faculty in line with school procedures, including evaluation against quality standards and performance criteria. To implement modifications and improvement where required</li> <li>• To review from time to time methods of teaching and programmes of work</li> <li>• To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school</li> </ul>
<b>Management Information:</b>	<ul style="list-style-type: none"> <li>• To maintain appropriate records and to provide relevant accurate and up-to-date information for the school’s management information system</li> <li>• To complete the relevant documentation to assist in the tracking of students</li> <li>• To track the progress of your assigned students and use this information to inform your teaching and learning</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To communicate effectively with the parents of students as appropriate</li> <li>• Where appropriate, to communicate and co-operate with persons or bodies outside the school</li> <li>• To follow agreed policies for communications in the school</li> <li>• Attend meetings according to the school’s Directed Time Policy</li> </ul>
<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>• To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, Review days and liaison events with partner schools</li> <li>• To contribute to the development of effective subject links with external agencies</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of the ordering and allocation of equipment and materials</li> <li>• To assist the Head of Faculty to identify resource needs and to contribute to the efficient and effective use of resources</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, faculty and the students.</li> <li>• To co-ordinate and manage the work of other staff, such as support staff, participating in the teacher designated lessons.</li> </ul>

<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To be a Form Tutor to an assigned group of students.</li> <li>• To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.</li> <li>• To liaise with a Head of Year to ensure the well-being and educational development of your assigned students.</li> <li>• To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life</li> <li>• To evaluate and monitor the progress of students and keep up-to-date student records as may be required.</li> <li>• To contribute to the preparation of Action Plans, progress files, individual education plans, and other reports.</li> <li>• To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>• To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff</li> <li>• To apply the behaviour management procedures so that effective learning can take place.</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.</li> <li>• To use performing arts teaching strategies and a variety of others which will stimulate learning appropriate to student needs and demands of the syllabus.</li> <li>• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To ensure that ICT, Literacy, Numeracy, cross-curricular aspects and school subject specialism(s) are reflected in the teaching/learning experience of students</li> <li>• To undertake a designated programme of teaching.</li> <li>• To ensure a high quality learning experience for students which meets internal and external quality standards.</li> <li>• To prepare and update subject materials.</li> <li>• To maintain good order, discipline and respect for others; to promote understanding of the school's rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To safeguard health and safety and to develop relationships with and between students conducive to optimum learning.</li> <li>• To undertake assessment of students as requested by external examination bodies, departmental and school procedures.</li> <li>• To mark, grade and give written and verbal and diagnostic feedback to students of individual work and group work they have undertaken.</li> </ul>
<b>Other Specific Duties:</b>	<ul style="list-style-type: none"> <li>• To play a full part in the life of the school community</li> <li>• To promote actively the school's policies</li> </ul>

- To actively engage in the school's self-review and evaluation processes
- To actively engage in the school's performance appraisal processes
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- To attend meetings as determined in the meetings policy and as directed by the Head teacher
- To undertake any other duty as specified by School Teachers' Pay and Conditions Document, not mentioned in the above
- To comply with the school's procedures concerning safeguarding and to ensure that training is accessed

Whilst every effort has been made to explain 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 of a similar level that is not specified in this job description.

*Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students.*

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.





## PERSON SPECIFICATION

	Essential or Desirable	How measured? Application/ Interview / Reference
<b>Qualifications</b>		
Qualified Teacher Status	<b>D</b>	<b>A</b>
A willingness to undertake further, relevant training and to pass those skills on to other members of staff, as appropriate	<b>E</b>	<b>I</b>
<b>Skills and Experience</b>		
Sound knowledge of the developments in the current curriculum for the subject	<b>E</b>	<b>A / I</b>
Enthusiasm and passion for teaching	<b>E</b>	<b>A / I / R</b>
Committed to the safeguarding of students	<b>E</b>	<b>A / I / R</b>
First-class IT skills	<b>E</b>	<b>I</b>
Excellence as a KS3/KS4 classroom practitioner	<b>E</b>	<b>I / R</b>
Imagination to integrate the use of Performing Arts as a teaching strategy	<b>D</b>	<b>A/I</b>
Experience in writing Schemes of Learning	<b>E</b>	<b>A/I</b>
A commitment to the extra-curricular life of the school	<b>E</b>	<b>A / I / R</b>
A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning	<b>E</b>	<b>I / R</b>
<b>Personal attributes</b>		
Excellent communication skills	<b>E</b>	<b>A / I</b>
A willingness to work with others in team	<b>E</b>	<b>I / R</b>
An ability to set high standards and to provide a positive role model for students	<b>E</b>	<b>A / I / R</b>
A desire to pursue own professional development and to support that of colleagues	<b>E</b>	<b>A / I / R</b>